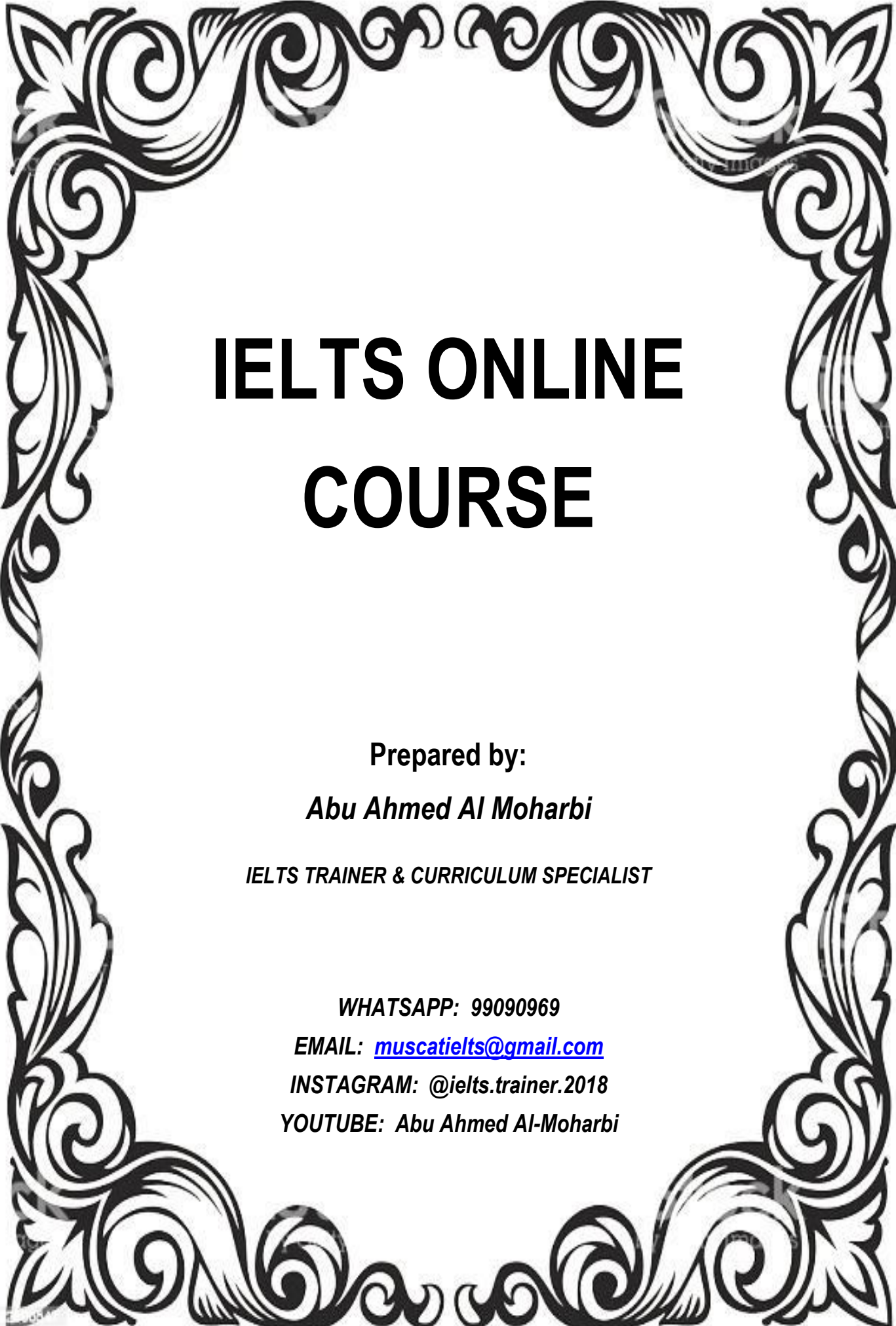


A decorative border with intricate floral and scrollwork patterns, framing the central text.

IELTS ONLINE COURSE

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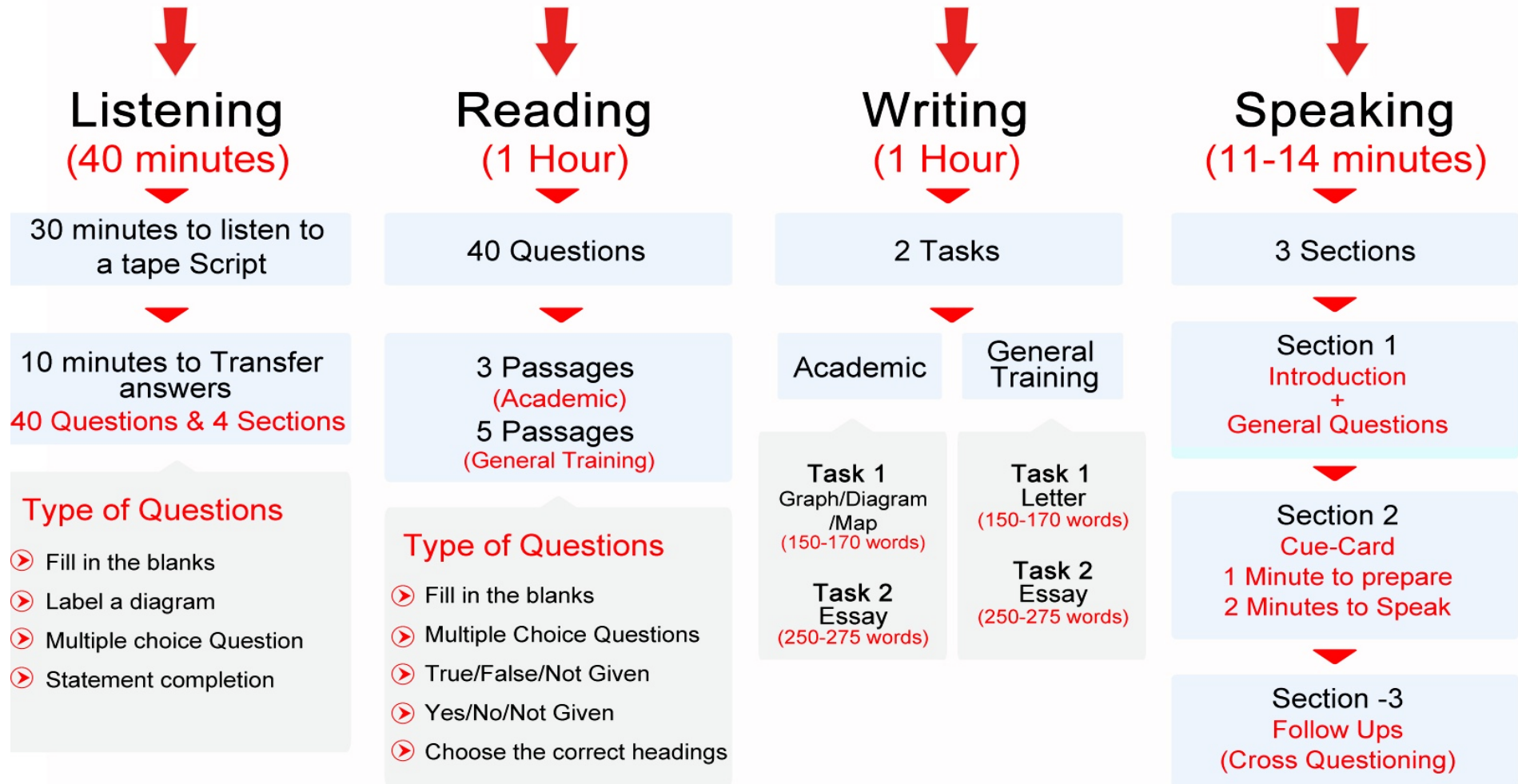
IELTS ONLINE COURSE

(Day 1)

- IELTS Exam Structure
- IELTS Marking Schemes
- Listening Answer Sheet
- The Spelling List (1200 Words)
- My Listening Notes
- Indicators for Completion Questions
- Question Types
- Listening Online Practice: Sections 1+2+3
- Discussions
- Listening Homework: Section 4

IELTS

International English Language Testing System



IELTS Listening marking schemes

For the listening test, which contains 40 questions, the *approximate* band scores can be calculated using this table.

Band Score	9	8.5	8	7.5	7	6.5	6	5.5	5	4.5	4	3.5	3	2.5
Score / 40	39-40	37-38	35-36	32-34	30-31	26-29	23-25	18-22	16-17	13-15	10-12	8-10	6-7	4-5

IELTS Academic Reading marking schemes

For the *academic* reading test, which also contains 40 questions, but is more difficult, the *approximate* band scores can be calculated using this table.

Band Score	9	8.5	8	7.5	7	6.5	6	5.5	5	4.5	4	3.5	3	2.5
Score / 40	39-40	37-38	35-36	33-34	30-32	27-29	23-26	19-22	15-18	13-14	10-12	8-9	6-7	4-5

IELTS Writing marking schemes

The two writing questions are marked out of 9 according to the following criteria:

- Task Achievement
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

IELTS Speaking marking schemes

The speaking test is also marked out of 9 according to the following criteria:

- Fluency and coherence
 - Lexical resource
 - Grammatical range and accuracy
 - Pronunciation
-

IELTS Listening Answer Sheet

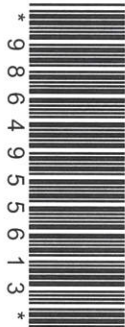
Candidate
NameCandidate
No.Centre
No.

Test Date

Day

Month

Year



Listening Listening Listening Listening Listening Listening Listening

1		Marker use only 1 ✓ x
2		2 ✓ x
3		3 ✓ x
4		4 ✓ x
5		5 ✓ x
6		6 ✓ x
7		7 ✓ x
8		8 ✓ x
9		9 ✓ x
10		10 ✓ x
11		11 ✓ x
12		12 ✓ x
13		13 ✓ x
14		14 ✓ x
15		15 ✓ x
16		16 ✓ x
17		17 ✓ x
18		18 ✓ x
19		19 ✓ x
20		20 ✓ x

21		Marker use only 21 ✓ x
22		22 ✓ x
23		23 ✓ x
24		24 ✓ x
25		25 ✓ x
26		26 ✓ x
27		27 ✓ x
28		28 ✓ x
29		29 ✓ x
30		30 ✓ x
31		31 ✓ x
32		32 ✓ x
33		33 ✓ x
34		34 ✓ x
35		35 ✓ x
36		36 ✓ x
37		37 ✓ x
38		38 ✓ x
39		39 ✓ x
40		40 ✓ x

Marker 2
Signature:Marker 1
Signature:

Listening Total:



The 1200 most commonly repeated words in IELTS Listening Test

Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, weekdays, weekend

Months of the year: January, February, March, April, May, June, July August, September, October, November, December

Money matters: cash, debit, credit card, cheque, in advance, annual fee, monthly membership, interest rate, deposit, tuition fees, poverty, bank statement, money management, current account, student account, withdraw, low-risk investment, mortgage, grace period, budget deficit, retail voucher, coupon, counterfeit money, public money, taxpayers' money, debt, interest-free credit, purchase, partial refund, annuity, non-refundable, MasterCard, VISA, distribution costs, income, finance department, family finances, duty-free store.

Subjects: science, politics, history, biology, architecture, law, geography, archaeology, literature, business management, agriculture, statistics, mathematics, logic, physics, psychology, anthropology, economics, philosophy, performing arts, visual arts, chemistry, humanities

Studying at college/university: course outline, group discussion, handout, written work, report writing, research, Proofreading, experiment, experience, reference, textbook, dictionary, laptop, printer, student advisor, teamwork, module, topic, assessment, library, department, computer centre, classroom, lecture, tutor, main hall, attendance, deadline, give a talk, speech, computer laboratory, certificate, diploma, placement test, overseas students, full-time, facilities, college, dining room, specialist, knowledge, international, accommodation, home stay, primary, secondary, intermediate, media room, resources room, staff, commencement, dissertation, leaflet, faculty, pupils, pencil, feedback, tasks, outcomes, advanced, introductory, extra background, higher education, guidelines, post-secondary, supervisor, bachelor's degree, compound, vocabulary, student support services, student retention, publication, foreign students, schedule, school reunion, registrar's office, stationery.

Marketing: catalogue, interview, newsletter, competition, TV program, strategies, research method, entertainment industry, leadership, management, display, products, customer, special offer, collecting data, questionnaire, survey, mass media, statistic, profit margin, poll, business card, training, trainee, merchandise, manufacture, recruitment.

Health: yoga, tai-chi, keep-fit, salad bar, vegetarian, outdoor activities, leisure time, disease, meal, protein, balanced diet, food pyramid, vitamin, carbohydrates, rice, pasta, potatoes, pizza, tomatoes, bread, cereals, minerals, zinc, meat, seafood, eggs, beans, milk, cheese, yoghurt, fruit, vegetables, citrus fruits, green pepper, blackcurrant, nuts, egg yolk, liver, medicine, treatment, remedy, nursing care, nursery, regular exercise.

Nature: field, footbridge, environment, waterfall, river, mountain, forest, village, coast, reef, lake, valley, hill, cliff, island, peninsula, earthquake, avalanche, tornado, typhoon, desertification, volcano, disaster, catastrophe, erosion, landslides, storm, flood, hurricane, pond, jungle, oasis, dam, canyon

the environment: greenhouse effect, acid rain, global warming, carbon dioxide, burning fossil, exhaust fumes, deforestation, nitrogen oxide, smog, climate, pollution, temperature, power plants, landfill, cattle, wind turbine, solar power, hydroelectric power, renewable, source of energy, reliable, solar panels, environmentally friendly, oxygen, chemical-free, desert, degradation, vegetation, sea level, ocean currents, soil conditioner, coal, fossil fuels, firewood, drought, contaminated.

The animal kingdom: birds of prey, seabirds, poultry and game, mammals, cetacean, whale, primates, rodents, fish, amphibian, reptile, insects, octopus, phylum, class, order, family, genus, species, livestock, creature, lion, penguin,

plants: mushroom, fungus, leaves, seed, core, bark, trunk, twig, branch, flower, stem, roots, cluster, fertilizer

continents: South America, North America, Africa, Asia, Europe, Australia and Antarctica .

Countries: Egypt, Mexico, France, Indonesia, Turkey, England, Germany, China, Greece, Brazil, India, North Korea, India, Malaysia, New Zealand, Nigeria, Pakistan, Singapore, Switzerland , United Kingdom, Italy, the dominican republic, the philippines. Denmark.

Languages: linguistics, bilingual, trilingual, polyglot, Portuguese, Mandarin, Bengali, Chinese, Hindi, Russian, Japanese, German, Punjabi, Thai, Persian, Filipino, French, Italian, Greek, French,

Architecture and buildings: dome, palace, fort, castle, glasshouse, pyramid, log cabin, lighthouse, hut, skyscraper, sculpture,

Homes: semi-detached house, duplex, terraced house, town house, row house, bungalow, thatched cottage, mobile home, houseboat, block of flats, apartment building, condominium, chimney, bedroom, basement, landlord, tenant, rent, lease, neighborhood, suburb, sofa, coffee table, dormitory, storey, kitchen, refrigerator, microwave, ground floor, oven, hallway, insurance

In the city: cities, street, lane, city centre, central station, car park, department store, bridge, temple, embassy, road system, hospital, garden, avenue,

Workplaces: clinic, dentist, reception, appointment, staff selection, colleague, workshop, showroom, information desk, employer, employment, unemployed, technical cooperation, team leaders, stress, ability, vision, confidence, employee, internship

Rating and qualities: reasonable, satisfactory, dangerous, safe, strongly recommended, poor quality, satisfied, disappointed, efficient, luxurious, colored, spotted, striped, expensive, cheap.

Touring: tourist guided tour, ticket office, souvenir, trip, guest, reservation, view, culture, memorable, single double bedded room, picnic, tourist attraction, hostel, suite, aquarium,

Verbs: train, develop, collect, supervise, mark, edit, revise, exhibit, donate, surpass, register, support, hunt, persuade, concentrate, discuss, suggest, arrange, borrow, immigrate, review, learn, touch.

Adjectives: energetic, social, ancient, necessary, fantastic, exciting, fabulous, dull, comfortable, convenient, suitable, affordable, voluntary, mandatory, compulsory, temporary, permanent, Immense, vast, salty, extinct, vulnerable, pessimistic, optimistic, realistic, practical, knowledgeable, flexible, confident, Western, intensive, tranquil, spectacular, intact, various

hobbies: orienteering, caving, spelunking, archery, ice skating, scuba-diving, snorkeling, skateboarding, bowls, darts, golf, billiards, photography, painting, pottery, woodcarving, gardening, stamp collection, embroidery, climbing, chess, parachute

sports: cricket, baseball, basketball, rugby, soccer, american football, hockey, swimming, tennis, squash, badminton, ping-pong, field, court, pitch, stadium, team, the discus, the javelin, the hammer, the high jump, horse racing, show jumping, polo, cycling, gymnasium, athlete, gym, extreme sports, paragliding, hang-gliding, skydiving, abseiling, snowboarding, bungee jumping, surfing, windsurfing, jet-skiing, bodyboarding, white-water rafting, kitesurfing, mountain biking, jogging, press-up, push-up, barbell, treadmill, judo, recreation, snooker, walking, championship, canoeing, refreshment

Shapes: Square, rectangular, triangular, polygon, Oval, spherical, spiral, circular, curved, cylindrical,

Measurement width, length, altitude, imperial system, metric system, Mass, depth, breadth, height, three dimensions, frequency

Transportations: cargo plane, shipment, container ship, boat, lifeboat, ferry, hovercraft, hydrofoil, liner, canal boat, narrowboat, dinghy sailing, sailboat, paddle steamer, cabin cruiser, rowing boat, rowboat, kayak, canoe, punt, gondola, aircraft, helicopter, seaplane, airship, hot-air balloon, airport, crew, passenger, platform, hire a car, automobile

Vehicles: double-decker bus, single-decker, minibus, school bus, coach, truck, tanker, van, lorry, transporter, forklift truck, tow truck, breakdown truck, pickup, jeep, caravan, camper, tractor, taxi, cab, tram, underground, subway, stream train, freight train, goods train,

Weather: humid, hot, sticky, breeze, chilly, cold, cool, dry, dusty, freezing, hot, warm, wet, weather forecast, antenna, moisture,

Places: local library, swimming pool, cafeteria, cottage, parliament, accommodation, restaurant, canteen, cafe, bookshop, sports centre, city council, dance studio, park, conversation club, kindergarten

equipment and tools: helmet, light, musical instrument, cassette, silicon chip, digital monitor, gadget, device, screen, breaks, wheels, mechanical pencil, disk, backpack,

The arts and media: Opera, Orchestra, concert, symphony, the press, conductor, vocalist, audience, festival, carnival, exhibition, classical music, theatre, cinemas, art gallery, museum, ballet, television, radio, graphics, newspaper

Materials: fur, metal, steel, aluminum, copper, rubber, plastic, ceramics, glass, cement, stone, textile, cotton, fabric, wool, leather, bone, paper, lumber/wood, glue, composite, fiberglass, concrete, wax, paper, wood, silver, gold, feather

Works and jobs: occupation, profession, designer, decorator, architect, engineer, manager, waitress, waiter, teacher, vacancy, professor, specialist, psychologist, volunteer, freelance, secretary, craftsman, work experience, curriculum vitae, mail address, receptionist, pilot, guard, flight attendant, lecturer, office assistant, clerk, accountant, cashier, captain

Color: blue, white, orange, green, grey, black, red, yellow, purple, brown, pink

expressions and time: three times, three times per week, a gap year, full-time, part-time, midday, midnight, millennium, century, decade, fortnight.

Other: passport photo, state, government, individual, variety, private sector, practice, gender, creativity, original inhabitant, indigenous, demonstration, strike, entrance, circuit, guarantee, dialogue, commerce, carriage, narrative, chocolate, satellite, decision, prototype, attitude, daily routine, personal fulfillment, activity, recipient, ultrasound, pedestrian safety, traffic jams, procedures, creation, prize, junior, senior, opportunity, driving license, process, literary, man-made, republicans, umbrella, frequently updated, waiting list, sewer systems, liberal democracy, democrats, lunar calendar, libertarian, burger, videos, nature conservation, life expectancy, fund-raising event, magnet, dialect, ramification, straight, farewell, welfare, encyclopedia, evolution, revolution, illiteracy, robot, proficiency, sufficient,

Listening Notes

(1) Synonyms:

- **MC Q.:** The farm is ____ in size. (a- small b- medium c- huge)
- **Transcript:** "The farm is really enormous!"

(2) Order:

- **Comp. Q.:** "The _____ cabinet was damaged."
- **Transcript:** "The cabinet from the bathroom was damaged."

(3) Synonyms & Order:

- **Comp. Q.:** The company's _____ is great.
- **Transcript:** "The location of the organisation is great!"

(4) Parts of Speech:

- ... the place was really beautiful / ... the beauty of the place
- ... to produce coffee/ ... coffee production
- Try to focus on **the part of speech** in completion questions!!

(5) Paraphrasing:

- ... to consider the students' interests on one hand and to vary the teaching approaches on the other. (= to balance between pupils' and teachers' needs.)

(6) Similar Sounds (Letters):

Ex. /j/ vs. /g/ /b/ vs. /p/ /m/ vs. /n/ /r/ vs. /a/ (British Accent)

(7) Similar Sounds (Numbers):

Ex. 13 vs. 30 16 vs. 60 18 vs. 80 etc.

(Write the numbers in digits)

(8) Spelling:

- Check the list (1200 common repeated words)

(9) Grammar:

- singular vs. plural
- past vs. present
- etc.

(10) Word Limit:

- One Word ONLY
- No more than three words and/or a number

(11) Accents:

- British (common)
- New Zealand
- Australian
- North American

(12) Changing the answer (in section I):

- “What’s your passport number?”
- “It’s K397. Oh, sorry! I mean K937”

(13) Clear Handwriting!

IELTS Listening and Reading: Indicators for Completion Questions

How to identify the answer from its part of speech?

(A) ADJECTIVES:

No	Structure	Example
1	 noun	hot <u>milk</u> , cold <u>water</u> , nice <u>view</u>
2	more than	<u>more</u> confident <u>than</u> , <u>more</u> beautiful <u>than</u>
3	the most	<u>the most</u> expensive , <u>the most</u> comfortable
4	very	<u>very</u> clear , <u>very</u> cold
5	too	<u>too</u> cold , <u>too</u> far
6	so	<u>so</u> common , <u>so</u> obvious
7	(adverb)	<u>extremely</u> cold , <u>completely</u> dark

(B) NOUNS:

No	Structure	Example
1	a/an	<u>a</u> house , <u>a</u> distance , <u>an</u> apple , <u>an</u> egg
2	the	<u>the</u> library , <u>the</u> museum
3	the of	<u>the</u> king <u>of</u> Jordan, <u>the</u> city <u>of</u> London
4	(number)	<u>two</u> cats , <u>three</u> houses , <u>five</u> countries
5	with	Then it is mixed <u>with</u> water .
6	of	field <u>of</u> chemistry , area <u>of</u> vision
7	in	<u>in</u> November , <u>in</u> Oman
8	by	destroyed <u>by</u> fire
9	(adjective)	a <u>new</u> house , a <u>remote</u> area
10	noun's	company's <u>location</u> , father's <u>car</u>
11	noun + to	<u>objection to</u> cats
12	no	<u>no</u> water , <u>no</u> equipment
13	pronoun	<u>my</u> father , <u>their</u> house , <u>your</u> ticket , <u>his</u> car

(C) VERBS:

No	Structure	Example
1	verb + to	<u>want to</u> travel , <u>plan to</u> visit
2	adjective + to	<u>impossible to</u> leave , <u>difficult to</u> control
3	(adverb)	they <u>finally</u> agree

IELTS Listening: Question Types

(I) Form Completion

Questions 6–10

Complete the form below.

*Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.*

STUDENT DETAILS	
Name:	Anita Newman
Address:	6 Room No. 7
Other skills:	Speaks some Japanese
Position available:	8 at the English Language Centre
Duties:	Respond to enquiries and 9
Time of interview:	Friday at 10 a.m.

IELTS Listening: Question Types

(2) Multiple Choice

Questions 11–16

Choose the correct letter, A, B or C.

- 11 PS Camping has been organising holidays for
- A 15 years.
 - B 20 years.
 - C 25 years.
- 12 The company has most camping sites in
- A France.
 - B Italy.
 - C Switzerland.
- 13 Which organised activity can children do every day of the week?
- A football
 - B drama
 - C model making

IELTS Listening: Question Types

(3) Matching

Questions 17–20

What does the speaker say about the following items?

Write the correct letter, A, B or C, next to questions 17–20.

- A** They are provided in all tents.
B They are found in central areas of the campsite.
C They are available on request.

- | | | |
|-----------|------------------|-------|
| 17 | barbecues | |
| 18 | toys | |
| 19 | cool boxes | |
| 20 | mops and buckets | |

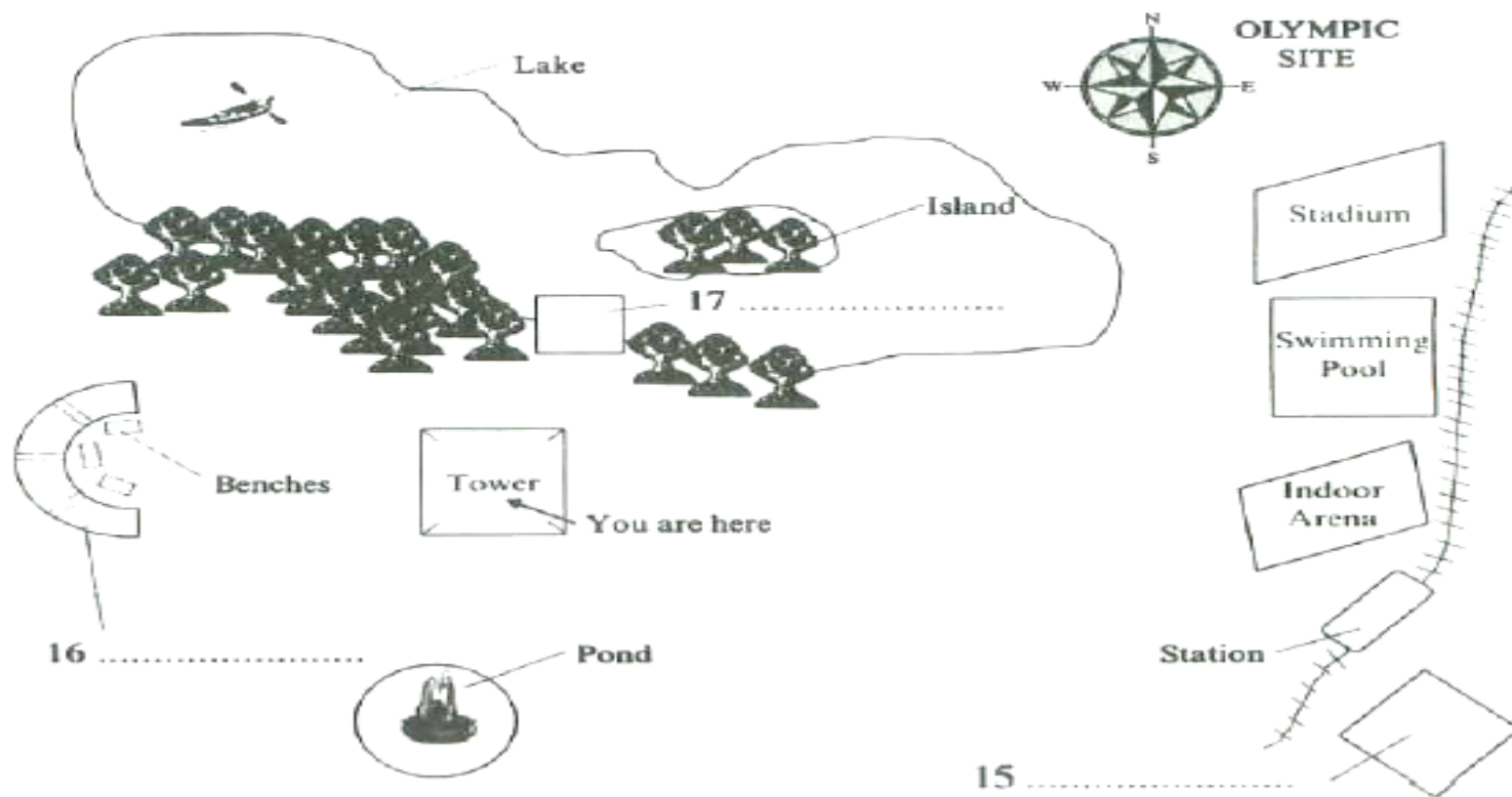
IELTS Listening: Question Types

(4) Plan Labelling

Questions 15–17

Label the plan below.

Write **NO MORE THAN TWO WORDS** for each answer.



IELTS Listening: Question Types

(5) Note Completion

Questions 21–23

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

DIFFERENCES BETWEEN INDIVIDUALS IN THE WORKPLACE

Individuals bring different:

- ideas
- **21**
- learning experiences

Work behaviour **differences** are due to:

- personality
- **22**

Effects of **diversity** on companies:

Advantage: diversity develops **23**

Disadvantage: diversity can cause conflict

IELTS Listening: Question Types

(6) Table Completion

Questions 18–20

Complete the table below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

Nature Reserve

Area	Facility	Activity
The Mangroves	boardwalk	18
Frog Pond	outdoor classroom	19
The Waterbird Refuge	20	bird watching

IELTS Listening: Question Types

(7) Summary Completion

Questions 25–30

Complete the summary below.

Write **ONE WORD ONLY** for each answer.

Looking for Asian honey bees

Birds called Rainbow Bee Eaters eat only **25** , and cough up small bits of skeleton and other products in a pellet.

Researchers go to the locations the bee eaters like to use for **26**

They collect the pellets and take them to a **27** for analysis.

Here **28** is used to soften them, and the researchers look for the **29** of Asian bees in the pellets.

The benefit of this research is that the result is more **30** than searching for live Asian bees.

IELTS Listening: Question Types

(8) Sentence Completion

Questions 36–40

Complete the sentences below.

*Write **ONE WORD ONLY** for each answer.*

- 36 If you look at a site from a , you reduce visitor pressure.
- 37 To camp on a site may be disrespectful to people from that
- 38 Undiscovered material may be damaged by
- 39 You should avoid or tracing rock art as it is so fragile.
- 40 In general, your aim is to leave the site

IELTS Listening: Question Types

(9) Short-Answer Questions

Questions 7–10

Answer the questions below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

- 7 What does the student particularly like to eat?
- 8 What sport does the student play?
- 9 What mode of transport does the student prefer?
- 10 When will the student find out her homestay address?

LISTENING PRACTICE

SECTION 1:

- Completing A Form
- Answering Short Questions

SECTION 2:

- Multiple-choice Questions
- Labeling A plan
- Completing A Table

SECTION 3:

- Completing Sentences
- Matching
- Completing A Table

SECTION 4: (HOMEWORK)

- Multiple-choice Questions
- Completing Notes

LISTENING

SECTION 1 Questions 1–10

Questions 1–6

Complete the form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

HOMESTAY APPLICATION								
<table border="1"> <tr> <td><i>Example</i></td> <td colspan="2"><i>Answer</i></td> </tr> <tr> <td>Surname:</td> <td colspan="2">..... Yuichini</td> </tr> </table>			<i>Example</i>	<i>Answer</i>		Surname:	 Yuichini	
<i>Example</i>	<i>Answer</i>							
Surname:	 Yuichini							
First name:	1							
Sex:	female	Nationality: Japanese						
Passport number:	2	Age: 28 years						
Present address:	Room 21C, Willow College							
Length of homestay:	approx 3							
Course enrolled in:	4							
Family preferences:	no 5							
	no objection to 6							

Questions 7–10

Answer the questions below.

Write **NO MORE THAN TWO WORDS** for each answer.

- 7 What does the student particularly like to eat?
- 8 What sport does the student play?
- 9 What mode of transport does the student prefer?
- 10 When will the student find out her homestay address?

SECTION 2 Questions 11–20

Questions 11–14

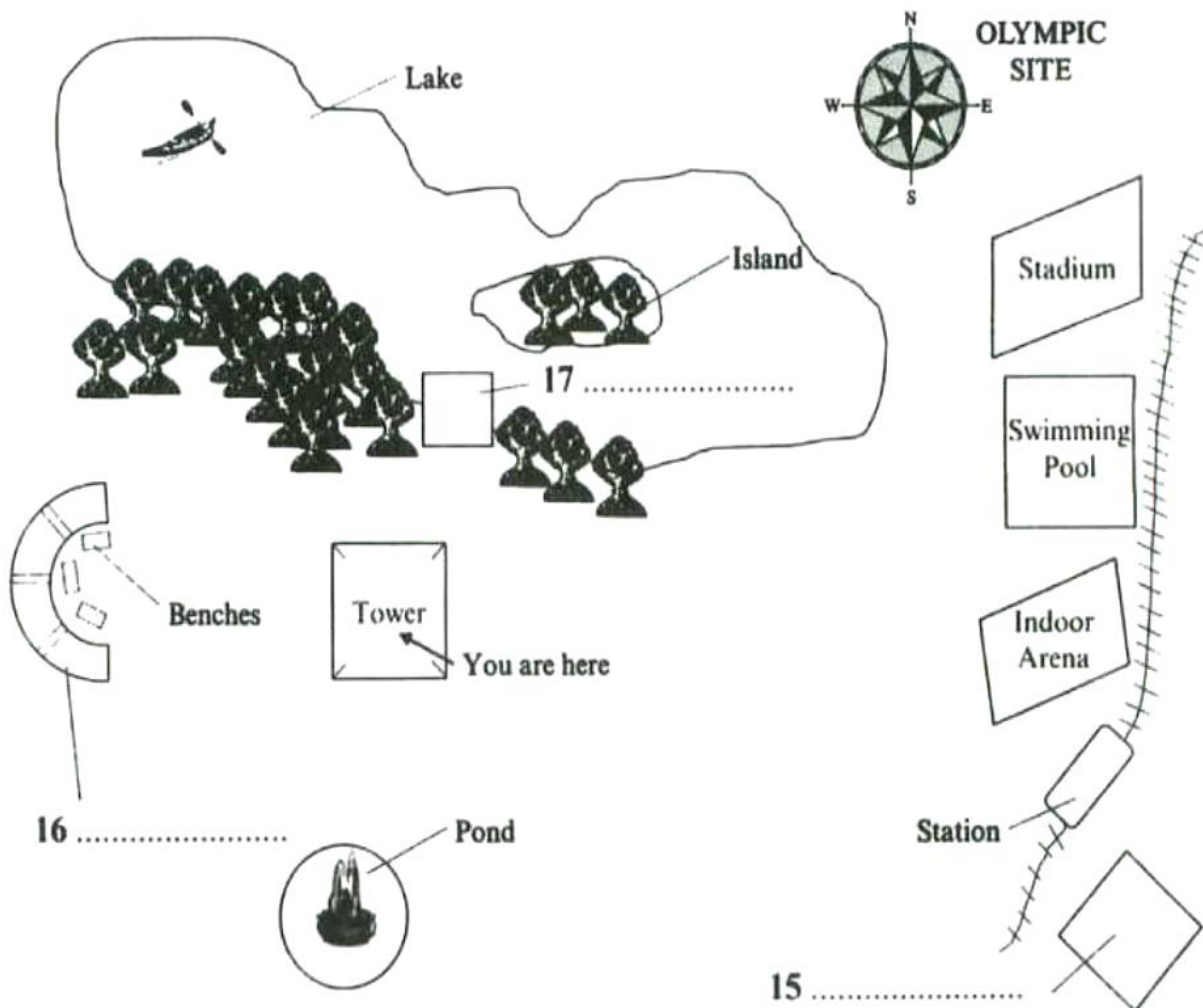
Choose the correct letter, **A**, **B** or **C**.

- 11 What kind of tour is Sally leading?
 - A a bus tour
 - B a train tour
 - C a walking tour
- 12 The original buildings on the site were
 - A houses.
 - B industrial buildings.
 - C shops.
- 13 The local residents wanted to use the site for
 - A leisure.
 - B apartment blocks.
 - C a sports centre.
- 14 The Tower is at the centre of the
 - A nature reserve.
 - B formal gardens.
 - C Bicentennial Park.

Questions 15–17

Label the plan below.

Write **NO MORE THAN TWO WORDS** for each answer.



Questions 18–20

Complete the table below.

Write **NO MORE THAN TWO WORDS** for each answer.

Nature Reserve

Area	Facility	Activity
The Mangroves	boardwalk	18
Frog Pond	outdoor classroom	19
The Waterbird Refuge	20	bird watching

SECTION 3 Questions 21–30

Questions 21 and 22

Complete the sentences below.

*Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.*

The presentation will last 15 minutes.

There will be **21** minutes for questions.

The presentation will not be **22**

Questions 23–26

What do the students decide about each topic for the geography presentation?

- A** They will definitely include this topic.
- B** They might include this topic.
- C** They will not include this topic.

*Write the correct letter, **A**, **B** or **C**, next to questions 23–26.*

- 23** Geographical Location
- 24** Economy
- 25** Overview of Education System
- 26** Role of English Language

Questions 27–30

Complete the table below.

Write **NO MORE THAN TWO WORDS** for each answer.

Information/visual aid	Where from?
Overhead projector	the 27
Map of West Africa	the 28
Map of the islands	a tourist brochure
Literacy figures	the 29
30 on school places	as above

SECTION 4 Questions 31–40

Questions 31–33

Choose the correct letter, **A**, **B** or **C**.

Monosodium Glutamate (MSG)

- 31 The speaker says the main topic of the lecture is
- A the history of monosodium glutamate.
 - B the way monosodium glutamate works.
 - C where monosodium glutamate is used.
- 32 In 1908, scientists in Japan
- A made monosodium glutamate.
 - B began using kombu.
 - C identified glutamate.
- 33 What change occurred in the manufacture of glutamate in 1956?
- A It began to be manufactured on a large scale.
 - B The Japanese began extracting it from natural sources.
 - C It became much more expensive to produce.

Questions 34–40

Complete the notes below.

Write **NO MORE THAN TWO WORDS** for each answer.

Monosodium Glutamate (MSG)

- MSG contains
 - glutamate (78.2%)
 - sodium (12.2%)
 - **34** (9.6%)
- Glutamate is found in foods that contain protein such as **35** and **36**
- MSG is used in foods in many different parts of the world.
- In 1908 Kikunae Ikeda discovered a **37**
- Our ability to detect glutamate makes sense because it is so **38** naturally.
- John Prescott suggests that:
 - sweetness tells us that a food contains carbohydrates.
 - **39** tells us that a food contains toxins.
 - sourness tells us that a food is spoiled.
 - saltiness tells us that a food contains **40**

SECTION 1

OFFICER: Yes, what can I do for you?

STUDENT: My friend is in homestay . . . and she really enjoys it . . . so I'd like to join a family as well.

OFFICER: Okay, so let me get some details. What's your name?

STUDENT: My name is Keiko Yuichini.

OFFICER: Could you spell your family name for me?

STUDENT: It's . . . Yuichini, that's Y-U-I-C-H-I-N-I.

Example

OFFICER: And your first name?

STUDENT: It's Keiko. K-E-I-K-O.

Q1

OFFICER: That's Keiko Yuichini . . . okay . . . and you're female. And your nationality?

STUDENT: I'm Japanese.

OFFICER: Right and could I see your passport, please?

STUDENT: Here it is . . .

OFFICER: Okay . . . your passport number is JO 6337 . . . And you're how old? *Q2*

STUDENT: I'm twenty-eight years old.

OFFICER: Now, you live at one of the colleges . . . which one?

STUDENT: Willow College, umm . . . Room 21C

OFFICER: Right, 21C Willow College, and how long are you planning on staying with homestay?

STUDENT: About four months . . . longer if I like it . . .

Q3

OFFICER: And what course are you enrolled in?

STUDENT: Well, I've enrolled for twenty weeks in the . . . um . . . Advanced English Studies because I need help with my writing . . . and I'm nearly at the end of my first five-week course.

Q4

OFFICER: Okay . . . Do you have any preference for a family with children or without children?

STUDENT: I prefer . . . I mean I like young children, but I'd like to be with older people . . . you know . . . adults . . . someone around my age. Q5

OFFICER: Okay, and what about pets? Q6

STUDENT: I am a veterinarian so that's fine . . . the more the better.

OFFICER: All right, now what about you? Are you a vegetarian or do you have any special food requirements?

STUDENT: No, I am not a vegetarian . . . but I don't eat a lot of meat . . . I really like seafood. Q7

OFFICER: And what are your hobbies?

STUDENT: I like reading and going to the movies.

OFFICER: Do you play any sports?

STUDENT: Yes, I joined the handball team, but I didn't like that . . . so I stopped playing. Now I play tennis on the weekend with my friends . . . Q8

OFFICER: All right, let's see, name, age, now the location. Are you familiar with the public transport system?

STUDENT: No . . . I'm not really because I have been living on campus . . . I've been to the city a few times on the bus, but they are always late.

OFFICER: What about the trains?

STUDENT: I like catching the train . . . they are much faster . . . Q9

OFFICER: Now, let me go check on the computer and see who I've got . . .

STUDENT: Listen, leave it with me . . . I'll check my records and I'll give you details this afternoon. Q10

STUDENT: Thank you for helping me . . .

OFFICER: It's a pleasure. Bye.

STUDENT: Bye.

SECTION 2

Welcome to all of you . . . can everybody see and hear me? . . . Good . . . I'm Sally, your guide for this tour of the Bicentennial Park . . . I hope that you're all wearing your most comfortable shoes and that you can keep up the pace. So let's get under way on our tour around this wonderful park. Q11

I'll start today with some general background information. There used to be a lot of factories in this area until the 1960s. Creating the park required the demolition of lots of derelict buildings on the site, so most of the exciting park space all around you was originally warehouses and storehouses. Q12

The idea of building a public park here was first discussed when a property developer proposed a high-rise housing development, but the local community wasn't happy. If the land was to be cleaned up, they wanted to use the site for recreation. Residents wanted open space for outdoor activities, rather than housing or even an indoor sports complex. Q13

Now to the Bicentennial Park itself. It has two areas, a nature reserve and a formal park with man-made features and gardens. The tall blue-and-white building in front of us is called The Tower and is the centre point for the formal gardens. It stands twelve metres high, so follow Q14
me up the stairs to where we can take advantage of the fantastic views.

Well, here we are at the top of The Tower, and we're going to look at the view from each direction. Out to the east, the large buildings about a kilometre away are on the Olympic site. There's an indoor arena for gymnastics, a stadium for track and field and a swimming pool for races and synchronised swimming and also diving. If you look carefully down there, you can see the train lines. The Olympic site has its own station to encourage the use of public transport. There is also a car park, but it only holds a limited number of cars. Q15

The formal park has some specially-created water features. If you look out here to the south, you can see a circular ornamental pond.

And around to the west, you can relax and sit on a bench to smell the flowers in the rose garden, and finally up to the north, if you look in front of you now, there's a lake with a small island in the centre, you can hire rowing boats at the boat shed, which you can't see from here, but if you look through the trees, you can see the café, which has lovely views across the water. OK, let's climb down now. We will go now and have a look at the nature reserve section of the park, which has opened up natural wetland to the public. Q16 Q17

The Mangroves have been made more accessible to visitors by the boardwalk built during the park's upgrade. You'd think that people would come here to look at the unusual plant life of the area, but in fact it's more often used for cycling and is very popular with the local clubs. Q18

This is the far end of the park and over there you can see the Frog Pond, a natural feature here long before the park was designed. Just next to it we have our outdoor classroom, a favourite spot for school parties. The area is now most often used by primary schools for biology lessons. Q19

And finally let's pass by the Waterbird Refuge. This area is in a sheltered part of the estuary, that's why the park's viewing shelter is a favourite spot for bird watchers who can use it to spy through binoculars. You can watch a variety of water birds, but most visitors expect to see black swans when they come to the shelter. You might spot one yourself right now! Q20

Well, here we are back at our starting point, the Visitor Centre.

SECTION 3

- JULIE: Remind me, Trevor . . . how long is the presentation?
- TREVOR: Dr White said three per hour.
- JULIE: So about twenty minutes?
- TREVOR: Well . . . it'll be fifteen minutes per presentation.
- JULIE: And five minutes for questions. Q21
- TREVOR: And is this one going to be assessed? Q22
- JULIE: No . . . not this time round . . . because it's the first one . . . you know.
- TREVOR: Good news.
- JULIE: Well, Trevor, what are we going to include?
- TREVOR: Well . . . Do you think we ought to give some historical background?
- JULIE: Oh no . . . definitely not . . . we won't have time!
- TREVOR: OK . . . but I think we ought to say something about the geographical Q23
location . . . cos not a lot of people know where the islands are . . .
- JULIE: Yes . . . OK . . . I'll take notes, shall I?
- TREVOR: Yeah, that'll be a help . . .
- JULIE: So . . . geographical location . . .
- TREVOR: Then we ought to give an overview of the whole education system.
- JULIE: Shouldn't we say something about the economy . . . you know
agricultural produce . . . minerals and so forth?
- TREVOR: Well . . . Dr White said we shouldn't go into that sort of detail.
- JULIE: But it's pretty important when you think about it . . . you know
because it does influence the education system . . . Q24
- TREVOR: Look . . . let's think about that one later shall we? Let's see how we're
doing for time . . .
- JULIE: OK . . . so . . . general overview of education Q25
- TREVOR: Of course . . . and then the role of English language . . . Q26
- JULIE: Nope . . . that goes in the Language Policy Seminar . . . don't you
remember?
- TREVOR: Are you sure?
- JULIE: Positive.

- TREVOR: All right . . . so those are the topics we're going to be . . . to be covering . . .
-
- JULIE: We need to think about what to prepare . . . Dr White said he wanted us to use plenty of visuals and things and we might as well try them out when we're not being assessed . . .
- TREVOR: Well, the most important thing is the overhead projector . . . Q27
- JULIE: No problem . . . we'll get that from the media room . . . must remember to book it . . .
- TREVOR: Well . . . we'll need a map of course.
- JULIE: Probably two . . . one of the islands . . . large scale.
- TREVOR: And one of West Africa.
- JULIE: Well, the West African one is no problem . . . There's one in the Resources Room. Q28
- TREVOR: Oh yeah, of course, the resources room; the islands are going to be more of a problem.
- JULIE: Tell you what . . . there's a very clear map of Santiago in that tourist brochure I showed you last week. Don't you remember it?
- TREVOR: Oh yeah . . . that's right; we can just use the tourist brochure.
- JULIE: We also need statistics . . . on several different things.
- TREVOR: Literacy rates.
- JULIE: Yes, and school places.
- TREVOR: How about the encyclopaedia?
- JULIE: Nah . . . not up-to-date enough!
- TREVOR: Mmm . . . why don't we call the embassy? Q29
- JULIE: Oh . . . someone's enthusiastic!
- TREVOR: Well . . . if something's worth doing . . .
- JULIE: I know . . . it's worth doing well . . . OK.
- TREVOR: We can find out statistics on school places from them as well. Q30
- JULIE: Might as well.
- TREVOR: Look, Julie, it's almost time for our tutorials . . . we can meet again on Monday . . . but we need to prepare some stuff before then . . .

SECTION 4

In today's lecture, I'm going to talk about Monosodium Glutamate, or MSG, as it's more commonly known. Now, MSG as you probably know, is a flavour enhancer which is used particularly in Chinese and Japanese cooking. Today I am going to explore why it is so popular in these cuisines and, more importantly, how does it enhance the flavour of food? Q31

The main reason why MSG is more commonly used in Japanese meals is tradition. For many thousands of years the Japanese have incorporated a type of seaweed known as *kombu* in their cooking, as they discovered it had the ability to make food taste better. But it wasn't

until 1908 that the ingredient in *kombu* which was responsible for the improvement in flavour was actually discovered to be glutamate by scientists working there. Q32

From 1908 until 1956, glutamate was produced commercially in Japan by a very slow and expensive means of extraction. It was in 1956 that the speed of the process was improved, and industrial production increased dramatically and still continues to increase to this day. Q33
In fact, hundreds of thousands of tonnes of MSG are produced all over the world today.

So what exactly is MSG? Well, Monosodium Glutamate contains seventy-eight point two per cent glutamate, twelve point two per cent sodium and nine point six per cent water. Q34

Glutamate is an amino acid that can be found naturally in all protein-containing foods, erm, so this includes food such as meat and cheese. Q35 Q36

It is widely known that Chinese and Japanese food contains MSG but many people don't seem to be aware that it is also used in foods in other parts of the world. For example it is found in commercially made Italian pizzas, in American fast food and in Britain MSG is used in things like potato crisps.

So, how exactly does MSG work? Well, in the Western world, we commonly talk of four 'tastes', and I'm sure you're all familiar with the concepts of sweet, sour, bitter and salt. Well, in 1908, Kikunae Ikeda identified a fifth 'taste'. And it is thought that MSG intensifies this naturally occurring 'taste' in some food. It does make perfect evolutionary sense that we should have the ability to detect or taste glutamate because it is the amino acid which is most common in natural foods. Q37 Q38

John Prescott, an associate professor at the University of Chicago, suggests that this fifth taste serves a purpose just as the other tastes do. He suggests that it signals to us the presence of protein in food, in the same way that sweetness indicates that a food contains energy-giving carbohydrates. Bitterness, he says, alerts us of toxins in the food, while sourness warns us of spoilage and saltiness signals the presence of minerals. Q39 Q40

So, what else do we know about this fifth taste . . .

IELTS ONLINE COURSE

(Day 2)

- Reading Answer Sheet
- My Reading Notes
- Question Types
- Reading Online Practice: Passages 1+2
- Discussions
- Reading Homework: Passage 3



IELTS Reading Answer Sheet

Candidate Name

Candidate No. Centre No.

Test Module ☐ Academic ☐ General Training

Test Date Day Month Year

Reading Reading Reading Reading Reading Reading Reading

	Marker use only		Marker use only
1	☐ 1 ☐	21	☐ 21 ☐
2	☐ 2 ☐	22	☐ 22 ☐
3	☐ 3 ☐	23	☐ 23 ☐
4	☐ 4 ☐	24	☐ 24 ☐
5	☐ 5 ☐	25	☐ 25 ☐
6	☐ 6 ☐	26	☐ 26 ☐
7	☐ 7 ☐	27	☐ 27 ☐
8	☐ 8 ☐	28	☐ 28 ☐
9	☐ 9 ☐	29	☐ 29 ☐
10	☐ 10 ☐	30	☐ 30 ☐
11	☐ 11 ☐	31	☐ 31 ☐
12	☐ 12 ☐	32	☐ 32 ☐
13	☐ 13 ☐	33	☐ 33 ☐
14	☐ 14 ☐	34	☐ 34 ☐
15	☐ 15 ☐	35	☐ 35 ☐
16	☐ 16 ☐	36	☐ 36 ☐
17	☐ 17 ☐	37	☐ 37 ☐
18	☐ 18 ☐	38	☐ 38 ☐
19	☐ 19 ☐	39	☐ 39 ☐
20	☐ 20 ☐	40	☐ 40 ☐

Marker 2 Signature:

Marker 1 Signature:

Reading Total:



Reading Notes

(1) Approach Followed:

- What to read first: text or Questions?
- Text first: Headings / Which paragraph contains the following info.
- Questions first: Other types of questions

(2) Order of Questions

(3) Synonyms:

- A **key word** in the question might not be found in the passage!
Check for its synonym.

(4) Parts of Speech:

- Try to focus on **the part of speech** in completion questions!

(5) Answers from the **SAME** paragraph:

- A Small Table
- A Diagram
- A Short Summary
- A Flow Chart / A Process

(6) Read Fast!

(7) Timing:

- Spend less time on earlier passages! (P1 = 17m , P2 = 20m , P3 = 23m)
- No extra time to transfer your answers!

(8) Follow the Instructions:

- True/False/NG OR Yes/No/NG etc.

(9) Spelling:

- Words must be taken from the passage! Synonyms are NOT accepted!

(10) Grammar:

- singular vs. plural
- past vs. present etc.

(11) Word Limit:

- One Word ONLY
- No more than three words.

(12) Clear Handwriting!

(13) Expand Your Vocabulary!

(14) Practice, practice & practice!

IELTS Reading: Question Types

(I) Multiple Choice

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 32–35 on your answer sheet.

- 32 According to the writer, there are difficulties explaining how the Lapita accomplished their journeys because
- A** the canoes that have been discovered offer relatively few clues.
 - B** archaeologists have shown limited interest in this area of research.
 - C** little information relating to this period can be relied upon for accuracy.
 - D** technological advances have altered the way such achievements are viewed.
- 33 According to the sixth paragraph, what was extraordinary about the Lapita?
- A** They sailed beyond the point where land was visible.
 - B** Their cultural heritage discouraged the expression of fear.
 - C** They were able to build canoes that withstood ocean voyages.
 - D** Their navigational skills were passed on from one generation to the next.
- 34 What does 'This' refer to in the seventh paragraph?
- A** the Lapita's seafaring talent
 - B** the Lapita's ability to detect signs of land
 - C** the Lapita's extensive knowledge of the region
 - D** the Lapita's belief they would be able to return home

IELTS Reading: Question Types

(2) Identifying Information (True/False/Not Given)

Questions 1–5

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1–5 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 1 Examples of ancient stepwells can be found all over the world.
- 2 Stepwells had a range of functions, in addition to those related to water collection.
- 3 The few existing stepwells in Delhi are more attractive than those found elsewhere.
- 4 It took workers many years to build the stone steps characteristic of stepwells.
- 5 The number of steps above the water level in a stepwell altered during the course of a year.

IELTS Reading: Question Types

(3) Identifying Writer's Views (Yes/No/Not Given)

Questions 36–40

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 36–40 on your answer sheet, write

YES	<i>if the statement agrees with the claims of the writer</i>
NO	<i>if the statement contradicts the claims of the writer</i>
NOT GIVEN	<i>if it is impossible to say what the writer thinks about this</i>

- 36 The physical surroundings in which a person works play a key role in determining their creativity.
- 37 Most people have the potential to be creative.
- 38 Teams work best when their members are of equally matched intelligence.
- 39 It is easier for smaller companies to be innovative.
- 40 A manager's approval of an idea is more persuasive than that of a colleague.

IELTS Reading: Question Types

(4) Matching Information

Questions 5–8

Look at the following statements (Questions 5–8) and the list of dates below.

Match each statement with the correct date, A–G.

Write the correct letter, A–G, in boxes 5–8 on your answer sheet.

- 5 A search for the *Mary Rose* was launched.
- 6 One person's exploration of the *Mary Rose* site stopped.
- 7 It was agreed that the hull of the *Mary Rose* should be raised.
- 8 The site of the *Mary Rose* was found by chance.

List of Dates			
A	1836	E	1971
B	1840	F	1979
C	1965	G	1982
D	1967		

IELTS Reading: Question Types

(5) Matching Headings

Choose the correct heading for paragraphs **B–E** from the list of headings below.

Write the correct number, **i–viii**, in boxes 1–4 on your answer sheet.

List of Headings

- i** Economic and social significance of tourism
- ii** The development of mass tourism
- iii** Travel for the wealthy
- iv** Earning foreign exchange through tourism
- v** Difficulty in recognising the economic effects of tourism
- vi** The contribution of air travel to tourism
- vii** The world impact of tourism
- viii** The history of travel

Example
Paragraph **A**

Answer
viii

- 1 Paragraph **B**
- 2 Paragraph **C**
- 3 Paragraph **D**
- 4 Paragraph **E**

IELTS Reading: Question Types

(6) Matching Sentence Endings

Questions 38–40

Complete each sentence with the correct ending, **A–E**, below.

Write the correct letter, **A–E**, in boxes 38–40 on your answer sheet.

- 38** Thinking like a successful iconoclast is demanding because it
- 39** The concept of the social brain is useful to iconoclasts because it
- 40** Iconoclasts are generally an asset because their way of thinking

- | |
|---|
| <p>A requires both perceptual and social intelligence skills.</p> <p>B focuses on how groups decide on an action.</p> <p>C works in many fields, both artistic and scientific.</p> <p>D leaves one open to criticism and rejection.</p> <p>E involves understanding how organisations manage people.</p> |
|---|

IELTS Reading: Question Types

(7) Sentence Completion

Questions 23–26

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 23–26 on your answer sheet.

- 23 One study found a strong connection between children's IQ and the availability of and at home.
- 24 Children of average ability seem to need more direction from teachers because they do not have
- 25 Metacognition involves children understanding their own learning strategies, as well as developing
- 26 Teachers who rely on what is known as often produce sets of impressive grades in class tests.

IELTS Reading: Question Types

(8) Summary Completion

Questions 9–12

Complete the summary using the list of words, **A–I**, below.

Write the correct letter, **A–I**, in boxes 9–12 on your answer sheet.

The language debate

According to **9**, there is only one correct form of language. Linguists who take this approach to language place great importance on grammatical **10**

Conversely, the view of **11**, such as Joseph Priestley, is that grammar should be based on **12**

A descriptivists

B language experts

C popular speech

D formal language

E evaluation

F rules

G modern linguists

H prescriptivists

I change

IELTS Reading: Question Types

(9) Note Completion

Questions 19–22

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 19–22 on your answer sheet.

Why believe the 'light screen' hypothesis?

- The most vividly coloured red leaves are found on the side of the tree facing the **19**
- The **20** surfaces of leaves contain the most red pigment.
- Red leaves are most abundant when daytime weather conditions are **21** and sunny.
- The intensity of the red colour of leaves increases as you go further **22**

IELTS Reading: Question Types

(10) Table Completion

Questions 9–13

Complete the table below.

Choose **ONE WORD AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 9–13 on your answer sheet.

Stepwell	Date	Features	Other notes
<i>Rani Ki Vav</i>	Late 11th century	As many as 500 sculptures decorate the monument	Restored in the 1960s Excellent condition, despite the 9 of 2001
<i>Surya Kund</i>	1026	Steps on the 10 produce a geometrical pattern Carved shrines	Looks more like a 11 than a well
<i>Raniji Ki Baori</i>	1699	Intricately carved monument	One of 21 <i>baoris</i> in the area commissioned by Queen Nathavatji
<i>Chand Baori</i>	850 AD	Steps take you down 11 storeys to the bottom	Old, deep and very dramatic Has 12 which provide a view of the steps
<i>Neemrana Ki Baori</i>	1700	Has two 13 levels	Used by public today

IELTS Reading: Question Types

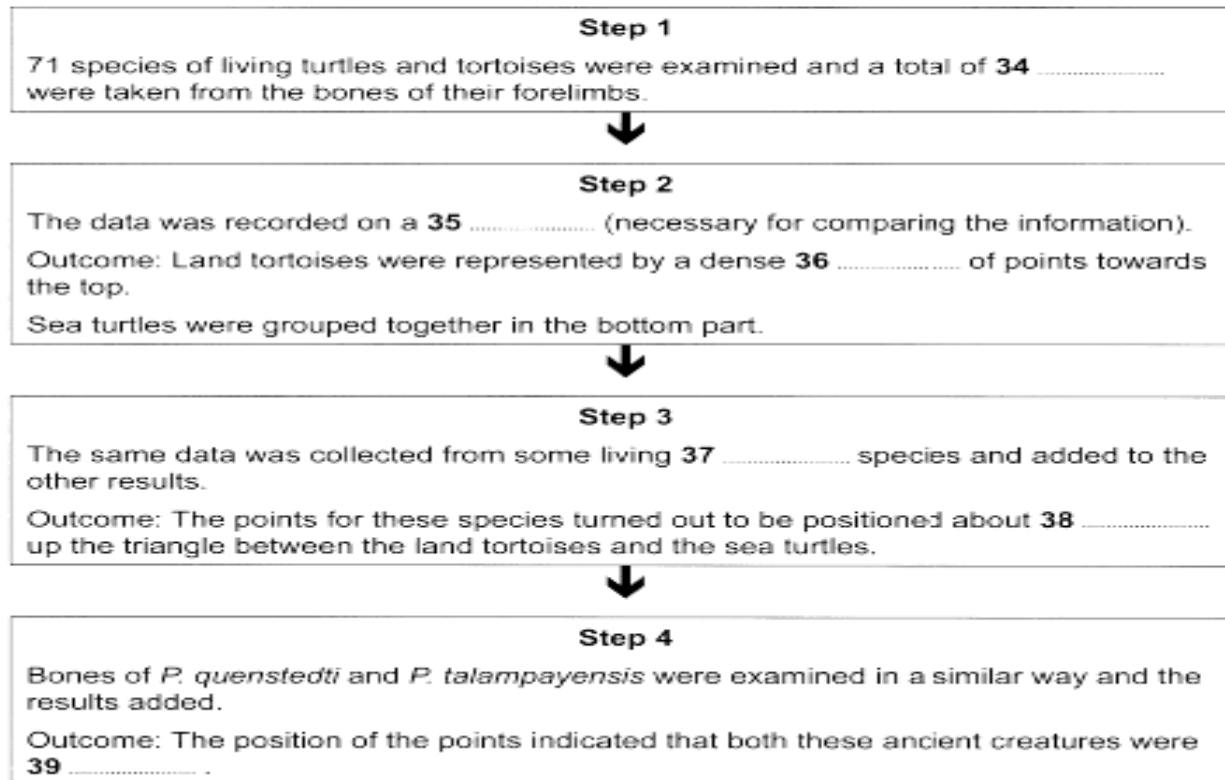
(II) Flow-Chart Completion

Complete the flow-chart below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 34–39 on your answer sheet.

Method of determining where the ancestors of turtles and tortoises come from



IELTS Reading: Question Types

(12) Short-Answer Questions

Questions 6–8

Answer the questions below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 6–8 on your answer sheet.

- 6 Which part of some stepwells provided shade for people?
- 7 What type of serious climatic event, which took place in southern Rajasthan, is mentioned in the article?
- 8 Who are frequent visitors to stepwells nowadays?

IELTS Reading: Question Types

(13) Diagram Labelling

Questions 23–26

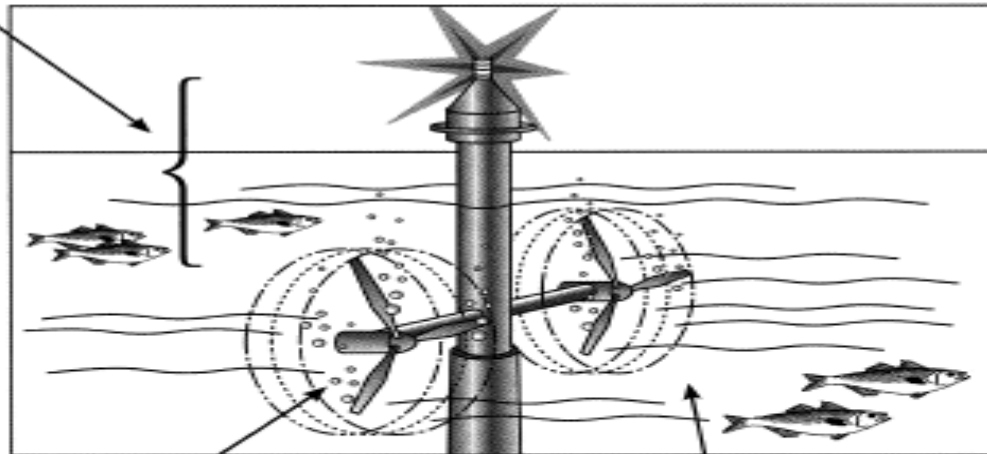
Label the diagram below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 23–26 on your answer sheet.

An Undersea Turbine

Whole tower can be raised
for 23 and the extraction
of seaweed from the blades



Air bubbles result from
the 25 behind blades.
This is known as 26

Sea life not in danger due to the
fact that blades are comparatively
24

READING PRACTICE

PASSAGE 1:

- Completing Sentences
- Labeling A Diagram
- True/False/Not Given
- Choosing the Correct Letter

PASSAGE 2:

- Choosing Headings
- Multiple-choice Questions
- Completing A Summary

PASSAGE 3: (HOMEWORK)

- Completing A Flow Chart
- Labeling A Diagram
- Yes/No/Not Given

Passage 1

The people of ancient Egypt emerged as one of the first Western civilisations. Sustained by the River Nile and protected by vast deserts, the Egyptians lived in comparative security, prosperity and peace for thousands of years. When such conditions exist, the civilisation and its arts usually flourish. To this day, many of the Egyptian artistic creations display the wealth, splendour and talent of this great civilisation.



Ancient Egypt has been called a land of temples and tombs, and for centuries people have been filled with wonder at the ingenuity of the Egyptians, whose impressive works have withstood the ravages of time so well. Had it not been for the long-lasting nature of their monuments and carved inscriptions in the form of hieroglyphics, much evidence of their activities would have vanished from all historical records. In about 3000 BC, Upper and Lower Egypt were united under the first pharaoh, and generally from that time until the invasion by Alexander the Great in 332 BC, Egypt prospered as a nation of skilful craftsmen and artists.

The Egyptians were an industrious, highly civilised and deeply religious people, who obediently accepted the supreme authority of their pharaohs. The people were content to serve and work for the state in return for a secure livelihood. They considered this earthly life to be a segment in a great cycle, at the end of which everything would be returned to its original form. The richer and more important the person, the more careful and elaborate would be his or her burial, and the stronger and safer the tomb in which they would be buried.

The burial of the dead in the ground was not considered sufficiently safe for kings, queens and court officials, so sunken, sealed tombs were ingeniously constructed to protect personal treasures, food and instructions for the safe conduct of the soul after death. The design of these tombs developed into the stepped pyramid, and finally into the square pyramid that we know today.

There are about 80 ancient pyramids in Egypt. The Great Pyramid at Gizeh, which King Cheops built as his tomb 5000 years ago, holds most interest. It stands with two other pyramids on a slight rise overlooking the River Nile. At the centre of the pyramid is the King's Chamber and leading down from there is a long narrow area known as the Grand Gallery. The pyramid covers 13 acres and contains 2,300,000 blocks of limestone, each weighing an average of 1.5 tons. Its pyramidal form has a perfectly square base with sides of 756 feet and a height of 481 feet. Situated directly below the King's Chamber is the Queen's Chamber and there are two air channels leading upwards from the centre of the pyramid to the outside.

Originally the exterior was covered in highly polished limestone slabs, all of which have been stolen over the years. It is estimated that a total of 100,000 men laboured for 20 years to build this gigantic structure, and although architecturally

unimportant in design, it has aroused the curiosity of millions of people because of the uncanny accuracy of its measurements and proportions. It reveals the remarkable ingenuity and the great organising ability of the ancient Egyptians.

Near these pyramids stands the Great Sphinx, the origin and purpose of which constitute one of the world's most famous puzzles. Shaped from an outcrop of stone in the form of a human-headed lion, the face is possibly a portrait of King Khafra, the son of Cheops, who was buried in the second largest pyramid. The Sphinx is one of the biggest statues ever made.

The Egyptian people showed reverence towards natural objects such as the lotus flower, the scarab beetle, the falcon, the lion, the sun and the River Nile. All these subjects and many more were used symbolically and conventionally as motifs in low-relief carving and painting.

It was the custom of the Egyptians to depict the various parts of the human figure, usually in the most characteristic positions. The head was shown in profile except for the eye, which was represented from the front, the shoulders and a portion of the arms were portrayed from the front, while the hips and legs were side views. Wall decoration showed little or no attempt to indicate depth or perspective, except by placing distant objects above near things. It was essentially two-dimensional, and relative size indicated the status of the person, so the pharaoh was the largest figure in the composition.

Egyptian art is characterised by a passion for permanence, a desire to impress by size, and a determination to make each item serve its function without much regard for the whole. It is obvious that art among these people reached a very high level and the strong influence of Egyptian art can be seen in the work of nearby civilisations.

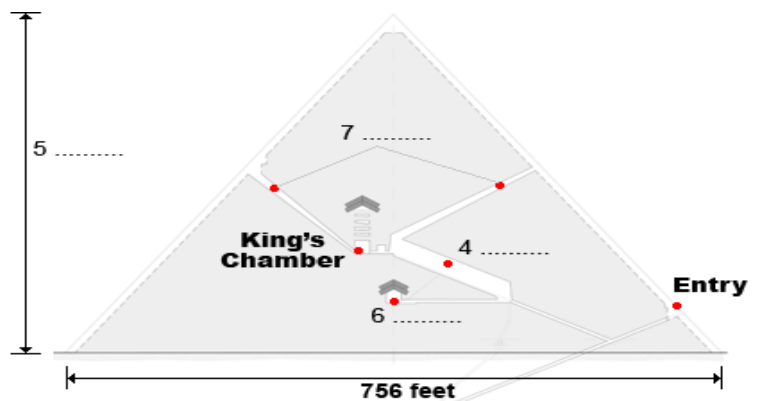
The fortunate discovery and subsequent deciphering in 1822 of the Rosetta Stone, which showed the same laws inscribed both in Egyptian hieroglyphics and the Egyptian demotic, or popular version of their language, as well as the Greek language, eventually gave the key to the meaning of Egyptian inscriptions, and therefore the significance of much Egyptian art.

Questions [1 – 3] - Complete the sentences from the passage.
Write **NO MORE THAN THREE WORDS** in each space.

1. Security and peace are two _____ that are necessary for a civilisation to be successful.
2. Ancient Egyptians worked as both _____.
3. Ordinary Egyptians expected to receive _____ for their hard work.

Questions [4 – 7] - Label the diagram below. Choose **NO MORE THAN THREE WORDS OR NUMBERS** from the passage for each answer.

4. _____
5. _____
6. _____
7. _____



Questions [8 – 12] - Do the following statements agree with the information given in the reading passage? *Write:*

TRUE *if the statement agrees with the information*
FALSE *if the statement contradicts the information*
NOT GIVEN *if there is no information on this*

8. The surface of the Great Pyramid is covered in polished limestone slabs. _____
9. King Khafra died before King Cheops. _____
10. Egyptian carvings were often based on things found in nature. _____
11. Important characters in Egyptian carvings were bigger than less important characters. _____
12. Egyptian art was greatly influenced by the art of neighbouring cultures. _____

Question 13 Choose the correct letter **A, B, C** or **D**.

The writer's aim in this passage is to: _____

- A. describe the construction methods of the pyramids.
- B. explain the beliefs of the ancient Egyptians.
- C. offer an interpretation of Egyptian art and sculpture.
- D. provide an overview of early Egyptian society.

Passage 2

Colorblindness

A Myths related to the causes and symptoms of "colorblindness" abound throughout the world. The term itself is misleading, since it is extremely rare for anyone to have a complete lack of color perception. By looking into the myths related to color blindness, one can learn many facts about the structure and genetics of the human eye. It is a myth that colorblind people see the world as if it were a black and white movie. There are very few cases of complete colorblindness. Those who have a complete lack of color perception are referred to as monochromatics, and usually have a serious problem with their overall vision as well as an inability to see colors. The fact is that in most cases of colorblindness, there are only certain shades that a person cannot distinguish between. These people are said to be dichromatic. They may not be able to tell the difference between red and green, or orange and yellow. A person with normal color vision has what is called trichromatic vision. The difference between the three levels of color perception have to do with the cones in the human eye. A normal human eye has three cones located inside the retina: the red cone, the green cone, and the yellow cone. Each cone contains a specific pigment whose function is to absorb the light of these colors and the combinations of them. People with trichromatic vision have all three cones in working order. When one of the three cones does not function properly, dichromatic vision occurs.

B Some people believe that only men can be colorblind. This is also a myth, though it is not completely untrue. In an average population, 8% of males exhibit some form of colorblindness, while only 0.5% of women do. While there may be some truth to the idea that more men have trouble matching their clothing than women, the reason that color vision deficiency is predominant in males has nothing to do with fashion. The fact is that the gene for color blindness is located on the X chromosome, which men only have one of. Females have two X chromosomes, and if one carries the defective gene, the other one naturally compensates. Therefore, the only way for a female to inherit colorblindness is for both of her X chromosomes to carry the defective gene. This is why the incidence of color deficiency is sometimes more prevalent in extremely small societies that have a limited gene pool.

C It is true that all babies are born colorblind. A baby's cones do not begin to differentiate between many different colors until he is approximately four months old. This is why many of the modern toys for very young babies consist of black and white patterns or primary colors, rather than traditional soft pastels. However, some current research points to the importance of developing an infant's color visual system. In 2004, Japanese researcher Yoichi Sugita of the Neuroscience Research Institute performed an experiment that would suggest that color vision deficiency isn't entirely genetic. In his experiment, he subjected a group of baby monkeys to monochromatic lighting for one year. He later compared their vision to normal monkey who had experienced the colorful world outdoors. It was found that the test monkeys were unable to perform the color-matching tasks that the normal monkeys could. Nevertheless, most cases of colorblindness are attributed to genetic factors that are present at birth.

D Part of the reason there are so many inconsistencies related to colorblindness, or "color vision deficiency" as it is called in the medical world, is that it is difficult to know exactly which colors each human can see. Children are taught from a very young age that an apple is red. Naming colors allows children to associate a certain shade with a certain name, regardless of a color vision deficiency. Someone who never takes a color test can go through life thinking that what they see as red is called green. Children are generally tested for colorblindness at about four years of age. The Ishihara Test is the most common, though it is highly criticized' because it requires that children have the ability to recognize numerals. In the Ishihara Test, a number made up of colored dots is hidden inside a series of dots of a different shade. Those with normal vision can distinguish the number from the background, while those with color vision deficiency will only see the dots.

E While many of the myths related to colorblindness have been busted by modern science, there are still a few remaining beliefs that require more research in order to be labeled as folklore. For example, there is a long-standing belief that colorblindness can aid military soldiers because it gives them the ability to see through camouflage. Another belief is that everyone becomes colorblind in an emergency situation. The basis of this idea is that a catastrophic event can overwhelm the brain, causing it to utilize only those receptors needed to perform vital tasks. In general, identifying color is not considered an essential task in a life or death situation.

Questions 14-18

The following reading passage has five sections **A-E**.

Choose the correct heading for each section from the list of headings on the next page.

Write the correct number **i-viii** in boxes **14-18** on your answer sheet. There are more headings than sections, so you will not use them all.

14 Section **A**

15 Section **B**

16 Section **C**

17 Section **D**

18 Section **E**

i Colorblindness' in different countries

ii Diagnosing colorblindness

iii What is colorblindness?

iv Curing colorblindness

v Unsolved myths

vi Animals and colorblindness

vii Developing the ability to see color

viii Colorblindness and the sexes

Questions 19-21

Choose the correct letter, A, B, C, or D.

Write your answers in boxes 6-8 on your Answer Sheet.

19. People who see color normally are called _____.

- A** monochromatic **B** dichromatic **C** trichromatic **D** colorblind

20. Children usually begin to see a variety of colors by the age of _____.

- A** one month **B** four months **C** one year **D** four years

21. Children who take the Ishihara Test must be able to _____.

- A** read numbers **B** write their names **C** distinguish letters **D** name colors

Questions 22-25

Complete the summary using words from the box below.

It is a common **22.** _____ that only men suffer from colorblindness. On average **23.** _____ than ten percent of men have this problem. Women have two **24.** _____. For this reason it is **25.** _____ for a woman to suffer from colorblindness.

a little less

myth

defective genes

X chromosomes

slightly more

fact

less likely

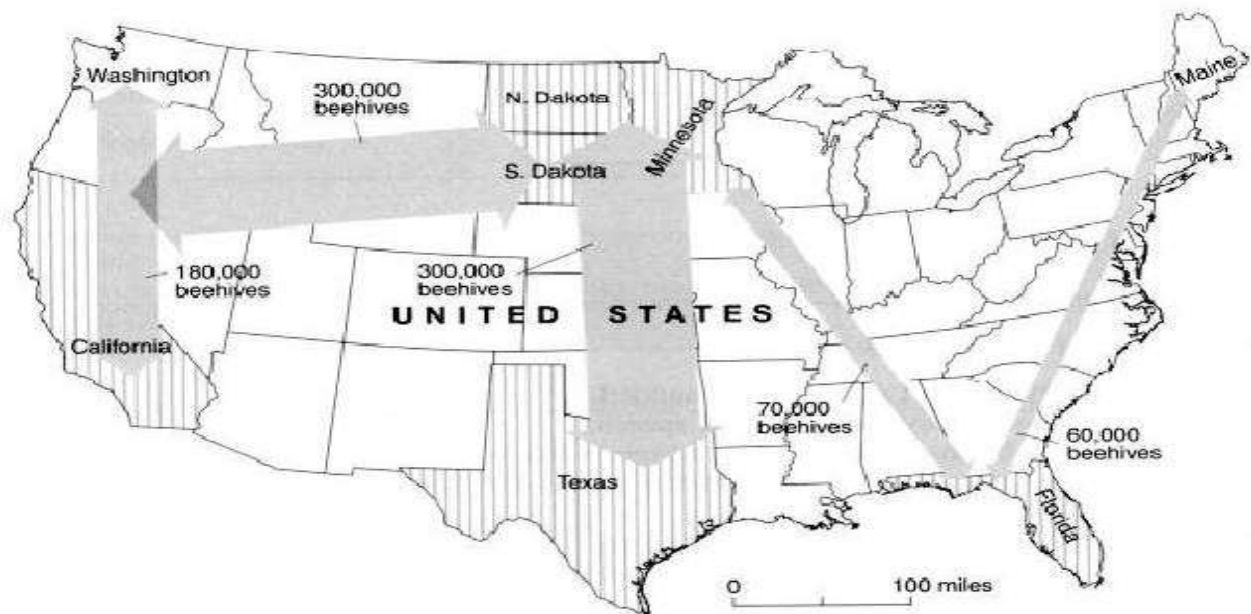
exactly

more probable

Passage 3 (Homework)

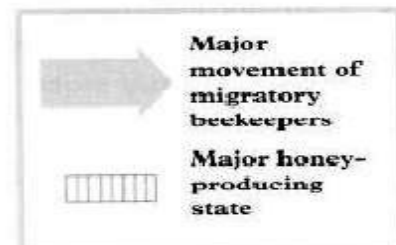
You should spend about 20 minutes on Questions **26- 40**, which are based on Reading Passage 3 below.

MIGRATORY BEEKEEPING



Taking Wing

To eke out a full-time living from their honeybees, about half the nation's 2,000 commercial beekeepers pull up stakes each spring, migrating north to find more flowers for their bees. Besides turning floral nectar into honey, these hardworking insects also pollinate crops for farmers -for a fee. As autumn approaches, the beekeepers pack up their hives and go south, scrambling for pollination contracts in hot spots like California's fertile Central Valley.



Of the 2,000 commercial beekeepers in the United States about half migrate. This pays off in two ways. Moving north in the summer and south in the winter lets bees work a longer blooming season, making more honey — money — for their keepers. Second, beekeepers can carry their hives to farmers who need bees to pollinate their crops. Every spring a migratory beekeeper in California may move up to 160 million bees to flowering fields in Minnesota and every winter his family may haul the hives back to California, where farmers will rent the bees to pollinate almond and cherry trees.

Migratory beekeeping is nothing new. The ancient Egyptians moved clay hives, probably on rafts, down the Nile to follow the bloom and nectar flow as it moved

toward Cairo. In the 1880s North American beekeepers experimented with the same idea, moving bees on barges along the Mississippi and on waterways in Florida, but their lighter, wooden hives kept falling into the water. Other keepers tried the railroad and horse-drawn wagons, but that didn't prove practical. Not until the 1920s when cars and trucks became affordable and roads improved, did migratory beekeeping begin to catch on.

For the Californian beekeeper, the pollination season begins in February. At this time, the beehives are in particular demand by farmers who have almond groves; they need two hives an acre. For the three-week long bloom, beekeepers can hire out their hives for \$32 each. It's a bonanza for the bees too. Most people consider almond honey too bitter to eat so the bees get to keep it for themselves.

By early March it is time to move the bees. It can take up to seven nights to pack the 4,000 or so hives that a beekeeper may own. These are not moved in the middle of the day because too many of the bees would end up homeless. But at night, the hives are stacked onto wooden pallets, back-to-back in sets of four, and lifted onto a truck. It is not necessary to wear gloves or a beekeeper's veil because the hives are not being opened and the bees should remain relatively quiet. Just in case some are still lively, bees can be pacified with a few puffs of smoke blown into each hive's narrow entrance.

In their new location, the beekeeper will pay the farmer to allow his bees to feed in such places as orange groves. The honey produced here is fragrant and sweet and can be sold by the beekeepers. To encourage the bees to produce as much honey as possible during this period, the beekeepers open the hives and stack extra boxes called supers on top. These temporary hive extensions contain frames of empty comb for the bees to fill with honey. In the brood chamber below, the bees will stash honey to eat later. To prevent the queen from crawling up to the top and laying eggs, a screen can be inserted between the brood chamber and the supers. Three weeks later the honey can be gathered.

Foul smelling chemicals are often used to irritate the bees and drive them down into the hive's bottom boxes, leaving the honey-filled supers more or less bee free. These can then be pulled off the hive. They are heavy with honey and may weigh up to 90 pounds each. The supers are taken to a warehouse. In the extracting room, the frames are lifted out and lowered into an "uncapper" where rotating blades shave away the wax that covers each cell. The uncapped frames are put in a carousel that's on the bottom of a large stainless steel drum. The carousel is filled to capacity with 72 frames. A switch is flipped and the frames begin to whirl at 300 revolutions per minute; centrifugal force throws the honey out of the combs. Finally, the honey is poured into barrels for shipment.

After this, approximately a quarter of the hives weakened by disease, mites, or an ageing or dead queen, will have to be replaced. To create new colonies, a healthy double hive, teeming with bees, can be separated into two boxes. One-half will hold the queen and a young, already mated queen can be put in the other half, to make two hives from one. By the time the flowers bloom, the new queens will be laying eggs, filling each hive with young worker bees. The beekeeper's family will then migrate with them to their summer location.

*[Adapted from "America's Beekeepers: Hives for Hire"
by Alan Mairson, National Geographic.]*

Questions 26-32

The flow chart below outlines the movements of the migratory beekeeper as described in Reading Passage 3.

Complete the flow chart Choose your answers from the box at the bottom of the page and write your answers in boxes 26-32 on your answer sheet.

BEEKEEPER MOVEMENTS

Example

Answer

In February, Californian farmers hire bees to help**pollinate**.....almond trees.



In March, beekeepers (26) for migration at night when the hives are (27) and the bees are generally tranquil. A little (28) can ensure that this is the case.



They transport their hives to orange groves where farmers (29) beekeepers for placing them on their land. Here the bees make honey.



After three weeks, the supers can be taken to a warehouse where (30) are used to remove the wax and extract the honey from the (31)



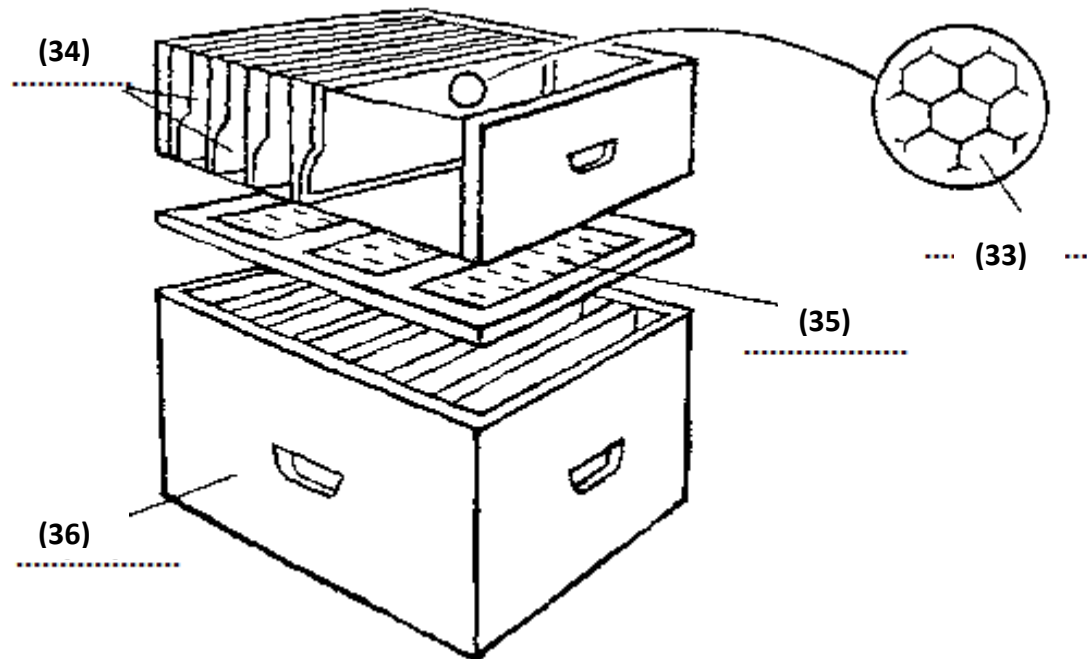
After the honey collection, the old hives are rejected. Good double hives are (32) and re-queened and the beekeeper transports them to their summer base.

List of Words/Phrases

smoke	chemicals	pay
barrels	protection	charge
set off	light	split
pollinate	machines	supers
combs	screen	prepare
full	empty	queens

Questions 33-36

Label the diagram below. Choose **ONE OR TWO WORDS** from the Reading Passage for each answer. Write your answers in boxes **33-36** on your answer sheet.



Questions 37-40

Do the following statements agree with the information given in Reading Passage 3?
In boxes, 37-40 write -

YES	if the statement agrees with the information given
NO	if the statement contradicts the information given
NOT GIVEN	if there is no information about this

- 37** The Egyptians keep bees on the banks of the Nile.
- 38** First attempts at migratory beekeeping in America were unsuccessful.
- 39** Bees keep honey for themselves in the bottom of the hive.
- 40** The honey is spun to make it liquid.

IELTS ONLINE COURSE

(Day 3)

- Speaking Test Format
- My Speaking Notes
- Functional Language: Expressions for Speaking
- Some Useful Prompt Phrases
- Two Examples of Speaking Tests
- Writing Answer Sheet
- Writing Test Advice
- Useful Language for IELTS Writing (Task 1)
- How to paraphrase in the IELTS Writing Test
- Practice: Paraphrasing Some Questions
- Discussions & Feedback

The Speaking test is made up of three sections:

Section	Duration	Information
Part 1 Introduction and interview	4-5 minutes	The examiner will introduce him or herself and ask you to introduce yourself and confirm your identity. The examiner will ask you general questions on familiar topics, e.g. home, family, work, studies and interests. This section should help you relax and talk naturally.
Part 2 Individual long turn	3-4 minutes	The examiner will give you a task card which asks you to talk about a particular topic, including points to include in your talk. You will be given one minute to prepare and make notes. You will then be asked to talk for 1-2 minutes on the topic. You will not be interrupted during this time, so it is important to keep talking. The examiner will then ask you one or two questions on the same topic.
Part 3 Two- way discussion	4-5 minutes	The examiner will ask you further questions which are connected to the topic of Part 2. These questions are designed to give you an opportunity to discuss more abstract issues and ideas.

Speaking Notes

(1) Reach the exam venue before time!

(2) Be confident and relaxed!

(3) Expand your answers!

- Do not answer with 'yes' or 'no'! Give details.
- Speak more than the examiner!

(4) Ask for clarification if necessary:

- Try NOT to overuse it! Two times maximum.

(5) Ask for repetition!

(6) Dress smart!

(7) Vary your vocabulary:

- Use synonyms.

(8) Watch out your grammar:

- Use past tenses for past events.

(9) Practice, practice & practice!

Functional Language: Expressions for Speaking

Introducing personal experiences

Talking about your experiences on a number of different topics is what Speaking Part 1 is all about. While you should find Part 1 questions easy to answer, one thing you shouldn't do is start every sentence the same way. Here are some phrases you can use to vary your language when introducing personal experiences:

- In my experience...
- I remember when...
- What happened was...
- One time (when)...
- Back when I was...

Asking for clarification

Last but not least, keep in mind that it's perfectly normal and acceptable to ask the examiner for clarification if you don't understand a question on the Speaking exam. For this, you can use phrases or questions such as the following:

- Sorry, I didn't get the question.
- Sorry, I'm afraid I didn't catch that.
- Could you repeat the question, please?
- Could you say that again?

In Part 3, you can also ask the examiner to rephrase a question if necessary:

- Could you explain what you mean by..?
- Could you explain the question, please?
- Sorry, could you rephrase that?

Expressing possibility

In Parts 2 and 3 of the Speaking exam, the examiner may directly ask you to imagine a different situation to the one you're in or to talk about the future and consider possibilities. Speculating (talking about something you're not sure about) is an approach that you can try when faced with these type of questions or whenever you consider appropriate. Speculating can help you to give a more elaborate response, even when you have no experience or strong views on the topic. For this, you can use phrases such as the following:

- I suppose...
- It's possible...
- I would imagine that...
- I'd say...
- Perhaps...
- I think it's likely/unlikely

Agreeing and disagreeing

In Speaking Part 3 you'll have a chance to discuss the topic from Part 2 in more detail. You'll be asked to give your opinion and will be invited to agree or disagree. This is a great opportunity to show off your conversational skills within the context of a discussion. Here are some of the phrases you can use to agree and disagree:

Expressing agreement

- I totally agree.
- I couldn't agree with you more.
- You're absolutely right.
- No doubt about it.
- Definitely / Absolutely / Precisely

Expressing disagreement

- I'm afraid I disagree.
- I see your point, but...
- That's not always true.
- Not necessarily.
- That's one way of looking at it. However...

Expressing personal opinion

Just as with introducing personal experiences, you should vary your language when giving your opinion on a subject, instead of only using the phrase 'I think' over and over. Some alternatives you can use when giving your opinion include the following:

- Speaking for myself...
- Personally...
- In my view...
- For me...
- As I see it...
- As far as I'm concerned...

If you feel very strongly about the topic in question you can use the following phrases:

- I'm sure that...
- I'm convinced that...
- I'm certain that...
- There's no way...

Some Useful Prompt Phrases

Introductory Prompt Phrases

Below are a selection of phrases that you can use to start your talk. Use these phrases to lead into your introduction:

- *Today, I'd like to talk to you about....*
- *In this talk, I'm going to describe to you how....*
- *I want to tell you about....*
- *Today, I would like to discuss...*
- *Good morning/Good afternoon. Today, I want to give you a short talk on...*

Phrases to Begin the Main Body of Your Speech

Once you've introduced your topic you will want to move on to the main body of your speech.

Here are some prompt phrases to transition you from your introduction to your main idea:

- *First of all....*
- *And why do I like it so much? Well, it....*
- *To begin with....*
- *One of the most interesting things about....*
- *This is the most important day/thing in my life because...*

Phrases to Help Develop Your Idea

There are lots of useful phrases you can use here to link your ideas. Here are just a few:

- *Another reason why I like*
- *Moreover it....*
- *One of the main advantages...*
- *For instance.....*
- *One of the consequences....*
- *This appeals to me, because...*
- *I get a lot of pleasure out of....*
- *I am very fond of....*
- *Another unusual fact about....*
- *I like ... more than anything else because....*

Conclusion Phrases

After discussing your topic, you will want to conclude your speech and give the examiner a quick one line summary of what you just told him/her. To start this part of the speech, you will want to begin with something like:

- *In conclusion,...*
- *To wrap up,....*
- *To conclude,....*
- *To sum up,....*

SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Telephoning

- How often do you make telephone calls? [Why/Why not?]
- Who do you spend most time talking to on the telephone? [Why?]
- When do you think you'll next make a telephone call? [Why?]
- Do you sometimes prefer to send a text message instead of telephoning? [Why/Why not?]

PART 2

Describe a journey [e.g. by car, plane, boat] that you remember well.

You should say:

where you went

how you travelled

why you went on the journey

and explain why you remember this journey well.

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

PART 3

Discussion topics:

Reasons for daily travel

Example questions:

Why do people need to travel every day?

What problems can people have when they are on their daily journey, for example to work or school? Why is this?

Some people say that daily journeys like these will not be so common in the future. Do you agree or disagree? Why?

Benefits of international travel

Example questions:

What do you think people can learn from travelling to other countries? Why?

Can travel make a positive difference to the economy of a country? How?

Do you think a society can benefit if its members have experience of travelling to other countries? In what ways?

SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Keeping in contact with people

- How do you usually contact your friends? [Why?]
- Do you prefer to contact different people in different ways? [Why?]
- Do you find it easy to keep in contact with friends and family? [Why/Why not?]
- In your country, did people in the past keep in contact in the same ways as they do today? [Why/Why not?]

PART 2

Describe a party that you enjoyed.

You should say:

whose party it was and what it was celebrating

where the party was held and who went to it

what people did during the party

and explain what you enjoyed about this party.

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

PART 3

Discussion topics:

Family parties

Example questions:

What are the main reasons why people organise family parties in your country?

In some places people spend a lot of money on parties that celebrate special family events. Is this ever true in your country? Do you think this is a good trend or a bad trend?

Are there many differences between family parties and parties given by friends? Why do you think this is?

National celebrations

Example questions:

What kinds of national celebration do you have in your country?

Who tends to enjoy national celebrations more: young people or old people? Why?

Why do you think some people think that national celebrations are a waste of government money? Would you agree or disagree with this view? Why?

IELTS Writing Answer Sheet – TASK 1



Candidate Name

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--	--

Module (shade one box):

Academic

☐

General Training

☐

Test date

--	--

D

D

--	--

M

M

--	--	--	--

Y

Y

Y

Y

TASK 1

Do not write below this line

IELTS Writing Answer Sheet – TASK 2



Candidate Name

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--	--

Module (shade one box):

Academic

☐

General Training

☐

Test date

--	--

D

D

--	--

M

M

--	--	--	--

Y

Y

Y

Y

TASK 2

Do not write below this line

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Do not write below this line

OFFICIAL USE ONLY

Candidate Number:

--	--	--	--	--	--

TR		CC		LR		GRA	
----	--	----	--	----	--	-----	--

Examiner 2 Number:

--	--	--	--	--	--

Underlength	No. of words	Penalty

Off-topic	Memorised	Illegible

Candidate Number:

--	--	--	--	--	--

TR		CC		LR		GRA	
----	--	----	--	----	--	-----	--

Examiner 1 Number:

--	--	--	--	--	--

Underlength	No. of words	Penalty

Off-topic	Memorised	Illegible

Writing test advice

Follow this Writing test advice, and make sure you know how to manage your time.

Write your answers in pen or pencil. You may write entirely in capital letters if you wish.

You may make notes on the question paper, but nothing you write on the question paper will be marked.

Make the most of your Writing test:

- analyse each task properly and spend some time making notes
- highlight or underline key words in the tasks to make sure that you focus on what you have to do
- plan your answers
- use paragraphs clearly; put one idea in each paragraph
- do not repeat ideas using different words
- do not copy whole sentences from the question – you will receive no marks for this
- keep to the topic; do not write about unrelated subjects
- manage your time; remember, Task 2 is worth twice as much as Task 1
- spend approximately 20 minutes on Task 1 and approximately 40 minutes on Task 2
- pay attention to the number of words required for each task; you will lose marks if you do not write at least 150 words for Task 1 and at least 250 words for Task 2
- learn to recognise how long 150 and 250 words look in your handwriting; you will not have time to count during the test
- you must write your answers in full; answers written in note form or in bullet points will lose marks
- pay attention to spelling, grammar and punctuation; you will lose marks for mistakes
- avoid informal language
- do not memorise model answers; examiners are trained to recognise them and your test will be invalid
- spend several minutes re-reading and correcting your answers

USEFUL LANGUAGE FOR IELTS WRITING – TASK 1

(1) Ways to start the paraphrasing of the question:

Starting	Presentation Type	Verb	Description
The / the given / the supplied / the presented / the shown / the provided	diagram / table / figure / illustration / graph / chart / flow chart / picture/ presentation/ pie chart / bar graph/ column graph / line graph / table data/ data / information / process diagram/ map/ pie chart and table/ bar graph and pie chart ...	shows / represents / depicts / enumerates / illustrates / presents / gives / provides / outlines / describes / delineates / expresses / denotes / compares / shows contrast / indicates / figures / gives information on/ presents information about / explains / demonstrates / summarises ...	the comparison of ... the differences ... the changes ... the number of... information on ... data on ... the proportion of ... the amount of ... the trend of... the percentages of ... the ratio of ... how the ...

(2) Ways to start the overview:

In general, ...	As a general trend, ...	As can be seen, ...
In common, ...	As an overall trend, ...	It can be clearly seen that ...
Overall, ...	As is presented, ...	A glance at the graphs reveals that...
It is obvious that ...	As is observed, ...	At the first glance, it is clear that ...
Generally speaking, ...	As is shown, ...	At the onset, it is clear that ...

(3) Useful structures for the body paragraphs:

- According to the given data ...
- The diagram reveals that ...
- The data suggests that ...
- The graph gives the figure ...
- It is interesting to note that ...
- It is apparently seen that ...
- It is conspicuous that ...
- It is explicitly observed that ...
- It is worth noticing that ...
- It is crystal clear/ lucid that ...
- It could be plainly viewed that ...
- It could be noticed that ...
- Getting back to the details ...
- Now, turning to the details ...

How to Paraphrase in the IELTS Writing Test

It is totally against the rule of the IELTS Academic task 1 response to use the same sentences and words in your introduction part that have already been given in the question. If you write the exact words and sentences that are already given in the Academic task 1 question, you might get poor band score.

It is however allowed to paraphrase the questions in a smart way. Now comes the question 'what is paraphrase?' Paraphrase means expressing the meaning of the writer or speaker or something written or spoken, using different words, especially to achieve greater clarity. So you are advised to use the paraphrasing in the introduction part of your task 1 answer.

Paraphrasing Method 1: Use Different Vocabulary with the Same Meaning

Most students try to use this method, but actually it can be difficult to use. The reason is that although English has many synonyms such as 'large' or 'big', it is unusual for these words to have exactly the same meaning. So, if you try to use a lot of synonyms when you paraphrase, you might produce sentences that are not natural English. Unnatural sentences are likely to reduce your score more than small mistakes because the reader may not understand what you are trying to say.

Paraphrasing Method 2: Change the Order of Words

Changing the word order of a phrase or sentence is usually safer than using synonyms because the words are the same, so the meaning must be the same. However, it is not always easy to decide which words to move or to decide to which position the words should be moved. Also, when you move a word you might need to change some other words, add some other words or cut some other words to ensure that the new sentence is grammatically correct.

Paraphrasing Method 3: Use Different Grammar

It sounds very difficult to use different grammar, but actually it is easier than changing vocabulary. In addition, if you change the grammar and make an error, usually the reader will understand what you mean. However, if you change the vocabulary and make an error, often the reader will not understand what you mean. So, although changing the grammar has some advantages, it is still not easy and you should practice it as often as possible.

Take for following Academic task 1 questions as a model and notice how the paraphrasing has been done.

Question 1:

"The line graph below gives information about the number of visitors to three London museums between June and September 2013."

Paraphrased version:

"The supplied diagram presents data on the museum goers in London for a 4 months' period starting from June 2013 to September 2013."

Notice how the sentence structure and words have been changed to describe what the graph is about.

- The line graph = The supplied diagram
- gives information = presents data
- visitors to museum = museum goers
- between June and September 2013 = A 4 months' period starting from June 2013 to September 2013

Question 2:

"The graph below shows the number of books read by men and women at Burnaby Public Library from 2011 to 2014."

Paraphrased version:

"The diagram illustrates the number of readers by gender at Burnaby Public library for a 4 years' period, between 2011 and 2014."

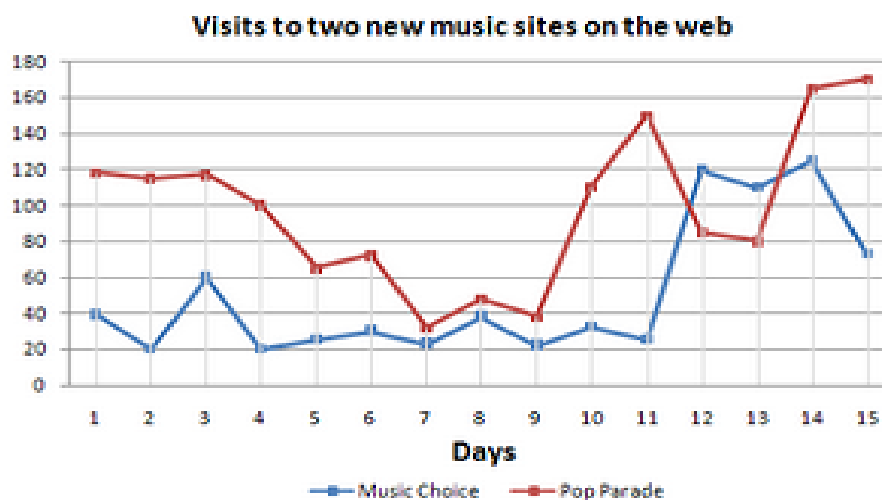
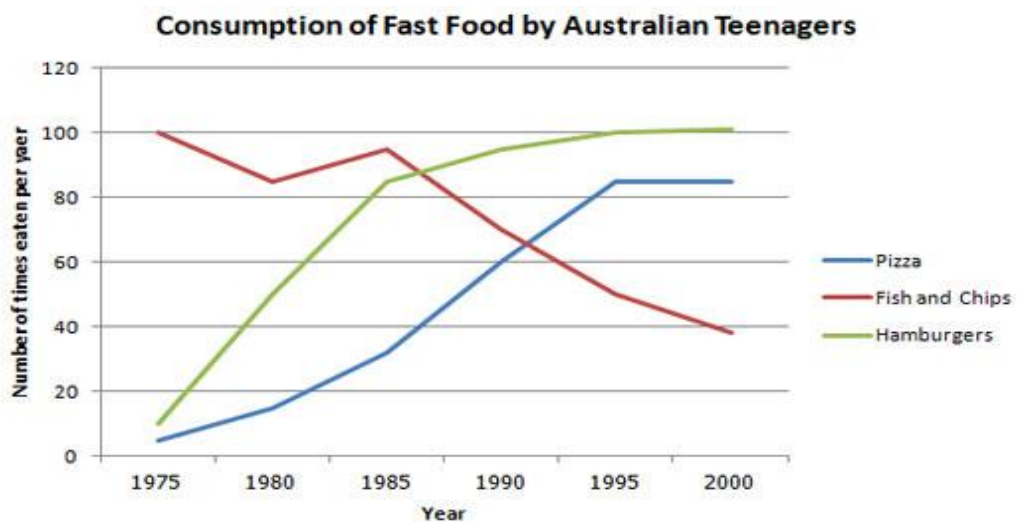
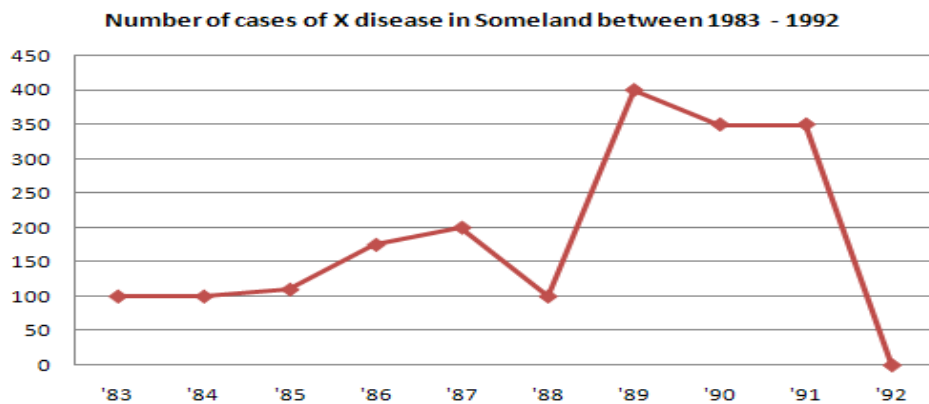
IELTS ONLINE COURSE

(Day 4)

- Writing Task (1): Types & Examples
- Writing Task (2): Types & Examples
- Common Writing Task (2) Questions
- Concluding the Course
- Discussing the Intensive Plan (7-day Plan)
- Explaining How to Do the Mock Exam
- IELTS Progress Record
- Any Questions/Comments

IELTS Writing Task 1

(I) Line Graphs



Report Structure:

- # Paragraph (1): Paraphrase the question
- # Paragraph (2): Overview
- # Paragraph (3): Describing the trends
- # Paragraph (4): Describing the trends

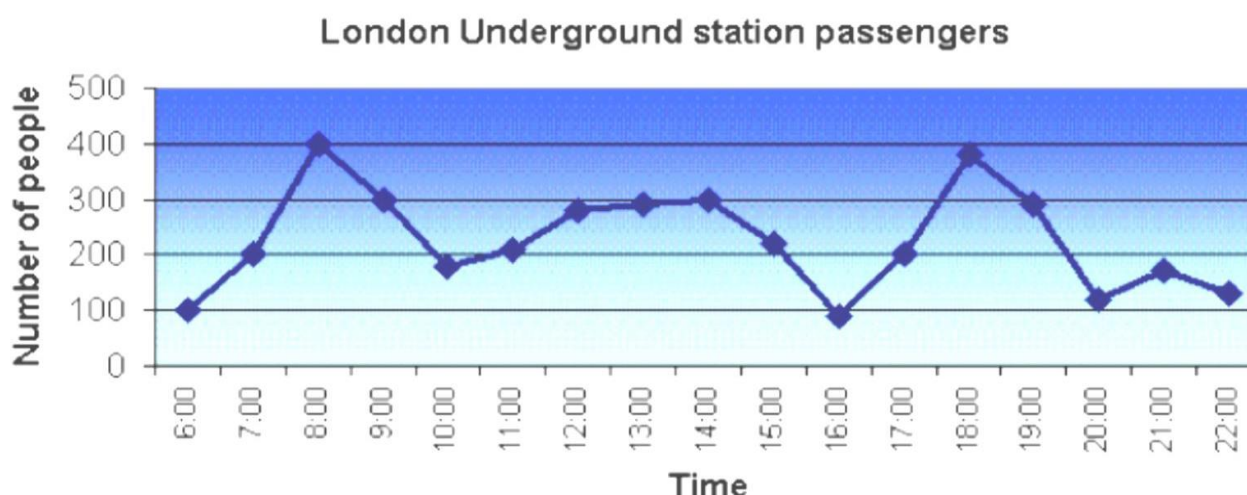
Exercise:

You should spend about 20 minutes on this task.

The graph shows underground station passenger numbers in London.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

- You should write at least 150 words.



Model Answer:

The given line chart illustrates data on the number of people using the underground station in the capital of England over a whole day, from 6:00 am until 10:00 pm. (Paraphrase)

As is observed from the graph, **there is a fluctuation** in the number of passengers with its highest numbers at 8:00 am and 6:00 pm where the station is most crowded during the office going and office leaving times in a day. (An Overview)

At 6:00 am around 100 underground passengers can be found at the station and this number **increases sharply** until 8:00 am with 400. After 8:00 am the number **drops quickly** to less than 200 at 10:00 am. Between 11:00 and 15:00 the number **rises**, with a **plateau** of just under 300 people using the station. (Describing Trends)

In the afternoon, **numbers decline**, with less than 100 at 16:00. There is then **a rapid climb** to 380 at 18:00. After 19:00, numbers **fall significantly**, with only a **slight growth** again at 20:00, and tailing off after 21:00. (Describing Trends)

(166 words – Band 7.5)

IELTS Writing Task 1

(2) Tables

Country	Food/Drinks/ Tobacco	Clothing/ Footwear	Leisure/ Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%

employment sector	18-25 age group	25-40 age group	40-65 age group
agriculture	5	7	9
manufacturing	12	15	23
catering	6	8	4
local government	8	12	18
health	12	15	12
retail	23	7	6
law	4	4	4
accountancy	3	2	3
education	9	12	12
other	21	18	9

Report Structure:

- # Paragraph (1): Paraphrase the question
- # Paragraph (2): Overview (highest/lowest)
- # Paragraph (3): Describing features
- # Paragraph (4): Describing features

Exercise:

You should spend about 20 minutes on this task.

The table below shows statistics about the top five countries for international tourism in 2012 and 2013.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

- You should write at least 150 words.

Country	Number of tourists, 2012 (millions)	Number of tourists, 2013 (millions)	Tourist spending, 2012	Tourist spending, 2013
France	83.0	84.7	\$53.6 billion	\$56.1 billion
USA	66.7	69.8	\$126.2 billion	\$139.6 billion
Spain	57.5	60.7	\$56.3 billion	\$60.4 billion
China	57.7	55.7	\$50.0 billion	\$51.7 billion
Italy	46.4	47.7	\$41.2 billion	\$43.9 billion

Model Answer:

The table compares the five highest ranking countries in terms of the numbers of visits and the money spent by tourists over a period of two years. (Paraphrase)

Overall, it is clear that France was the world's most popular tourist destination in the years 2012 and 2013. However, the USA earned by far the most revenue from tourism over the same period. (An Overview)

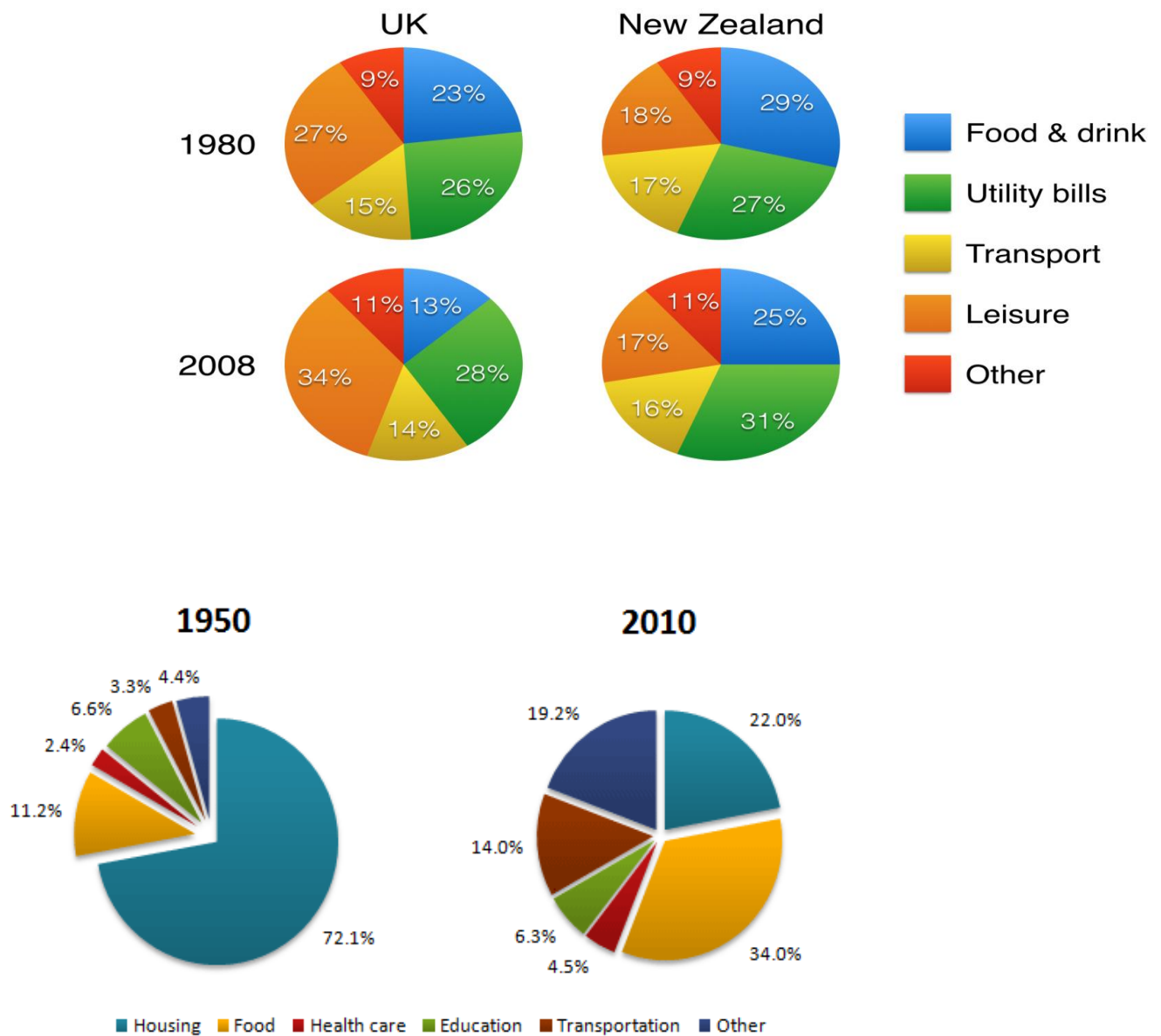
In 2012, 83 million tourists visited France, and the USA was the second most visited country, with 66.7 million tourists. Spain and China each received just under 58 million visitors, while Italy was ranked fifth with 46.4 million tourists. The year 2013 saw a rise of between 1 and 4 million tourist visits to each country, with the exception of China, which received 2 million fewer visitors than in the previous year. (Comparisons)

Spending by tourists visiting the USA increased from \$126.2 billion in 2012 to \$139.6 billion in 2013, and these figures were all over twice as high as those for any other country. Spain received the second highest amounts of tourist income, growing from \$56.3 billion to \$60.4 billion, followed by France, China and Italy. Interestingly, despite falling numbers of tourists, Chinese revenue from tourism climbed by \$1.7 billion in 2013. (Comparisons)

(203 words, band 8.5)

IELTS Writing Task 1

(3) Pie Charts



Report Structure:

- # Paragraph (1): Paraphrase the question
- # Paragraph (2): Overview (highest/lowest)
- # Paragraph (3): Describing features
- # Paragraph (4): Describing features

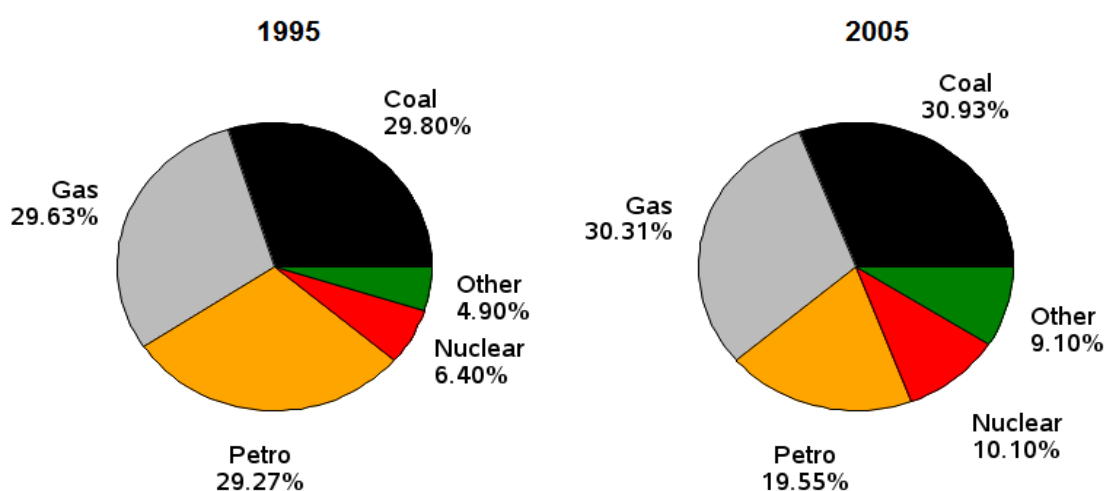
Exercise:

You should spend about 20 minutes on this task.

The pie charts below show the comparison of different kinds of energy production of France in two years.

Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.



Model Answer:

The pie charts illustrate five types of energy production in France in 1995 and 2005. (Paraphrase)

Overall, in both years, the most significant sources of energy were gas and coal, which together accounted for over half the production of energy, while nuclear and other kinds of energy sources generated the least amount of energy in France. In all types of energy production there was only minimal change over the 10 year period. (An Overview)

Energy produced by coal comprised of 29.80% in the first year and this showed only a very slight increase of about a mere 1 % to 30.9% in 2005. Likewise, in 1995, gas produced 29.63% which rose marginally to 30.1% 10 years later. (Comparisons)

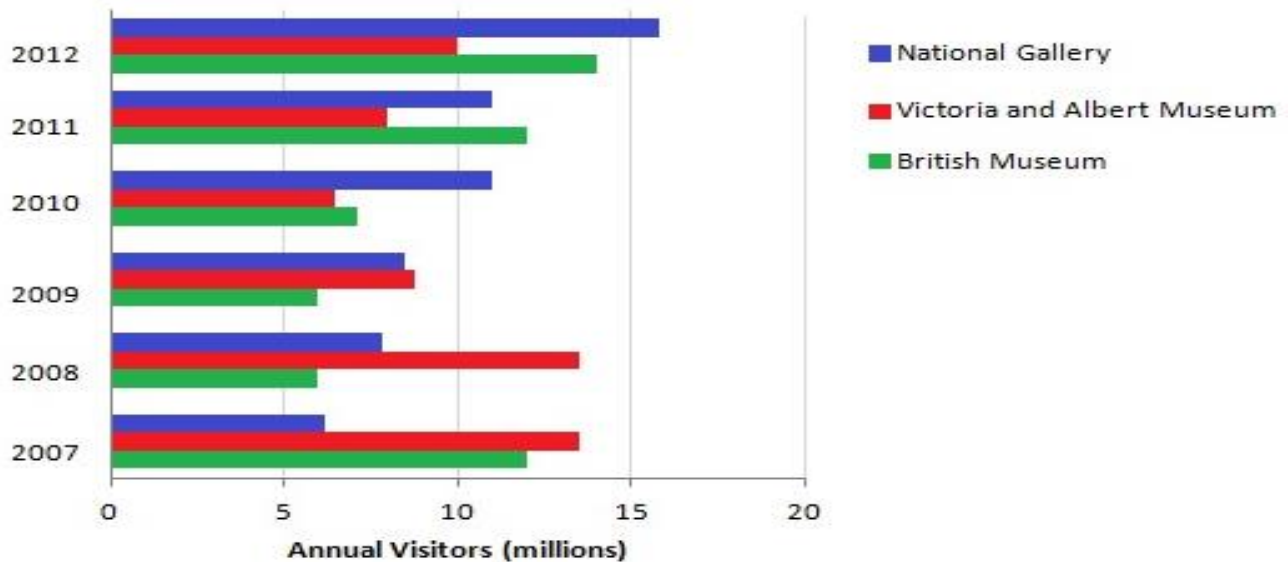
With regards to the remaining methods of producing energy, there was an approximate 5% growth in production from both nuclear power and other sources to 10.10% and 9.10% respectively. Petrol, on the other hand, was the only source of energy which decreased in production from 29.27% in 1995 to around a fifth (19.55%) in 2005. (Comparisons)

(169 words - Band 9.0)

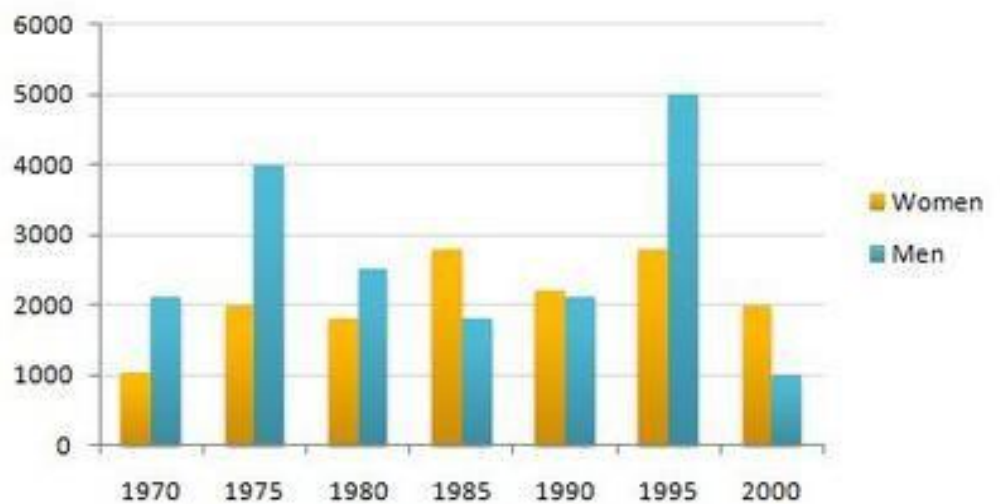
IELTS Writing Task 1

(4) Bar Charts

The number of Museum Visitors from 2007 to 2012



Fitness Membership



Report Structure:

- # Paragraph (1): Paraphrase the question
- # Paragraph (2): Overview (highest/lowest)
- # Paragraph (3): Describing features
- # Paragraph (4): Describing features

Exercise:

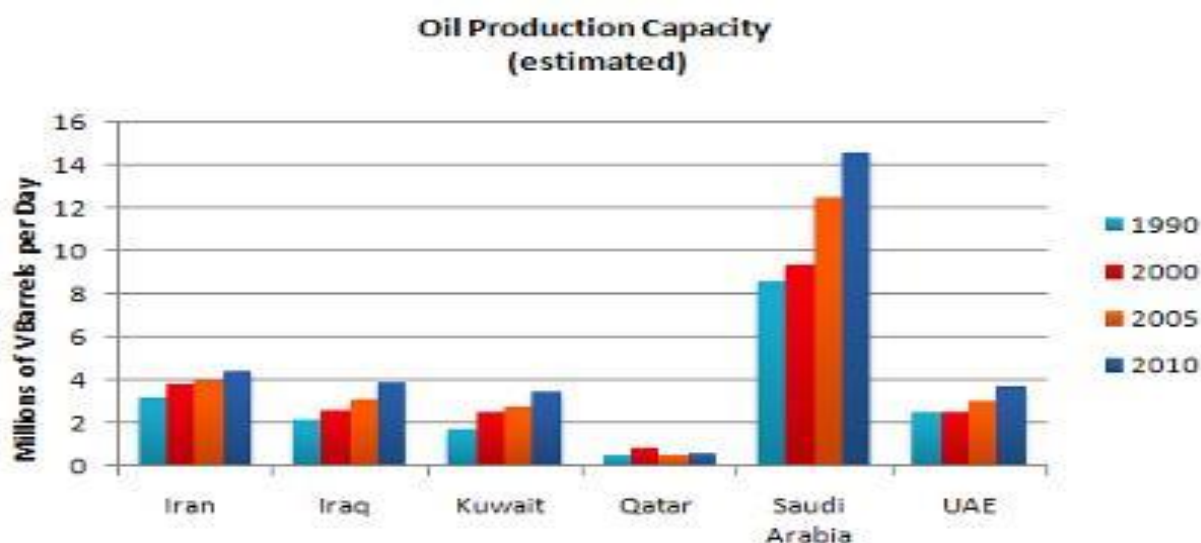
You should spend about 20 minutes on this task.

The chart below shows the estimated oil capacity of six countries, in millions of barrels per day, from 1990 to 2010.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

You should spend about 20 minutes on this task.

Write at least 150 Words.



MODEL ANSWER:

The bar chart illustrates the estimated amount of oil produced in 6 countries between 1990 and 2010, measured in millions of barrels per day. (Paraphrase)

Overall, oil production capacity tended to increase during this 20-year period. The figures for Saudi Arabia were significantly higher than in the other countries, while production was lowest in Qatar. (An Overview)

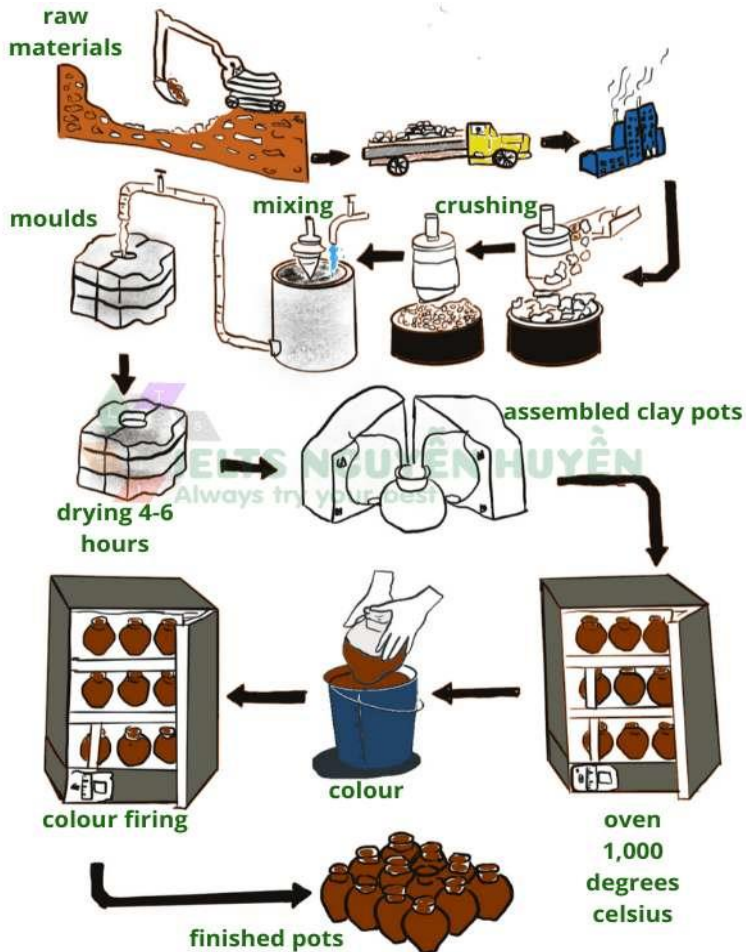
From 1990 to 2010, there was a significant increase in oil production in Saudi Arabia. In 1990, just over 8 million barrels per day were produced and this rose steadily, reaching a peak of over 14 million barrels per day in 2010. In contrast, the smallest producer was Qatar. Despite a slight increase in 2000, production in Qatar remained relatively stable at less than 1 million barrels per day. (Comparisons)

The other countries saw a slight rise in oil production over the period. The estimated figure for Iran in 1990 was over 3 million barrels per day, compared with around 2 million barrels in the other three countries. Although production did not increase in 2000 in the UAE, the amount of oil produced peaked in 2010 in Iran at over 4 million barrels and at almost 4 million barrels in Iraq, Kuwait and the UAE. (Comparisons)

(198 words, band 9.0)

IELTS Writing Task 1

(5) Processes



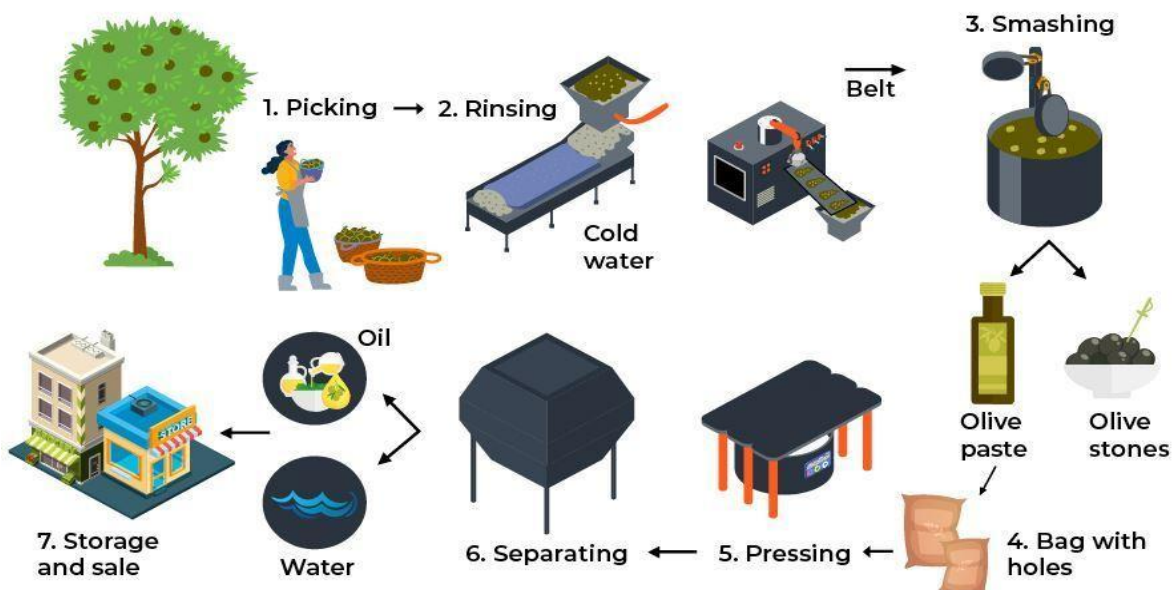
Report Structure:

Paragraph (1):

- Paraphrase the question
- Overview (number of steps + how it begins and ends)

Paragraph (2):

- Describing all the steps in order (using present passive + time connectors)



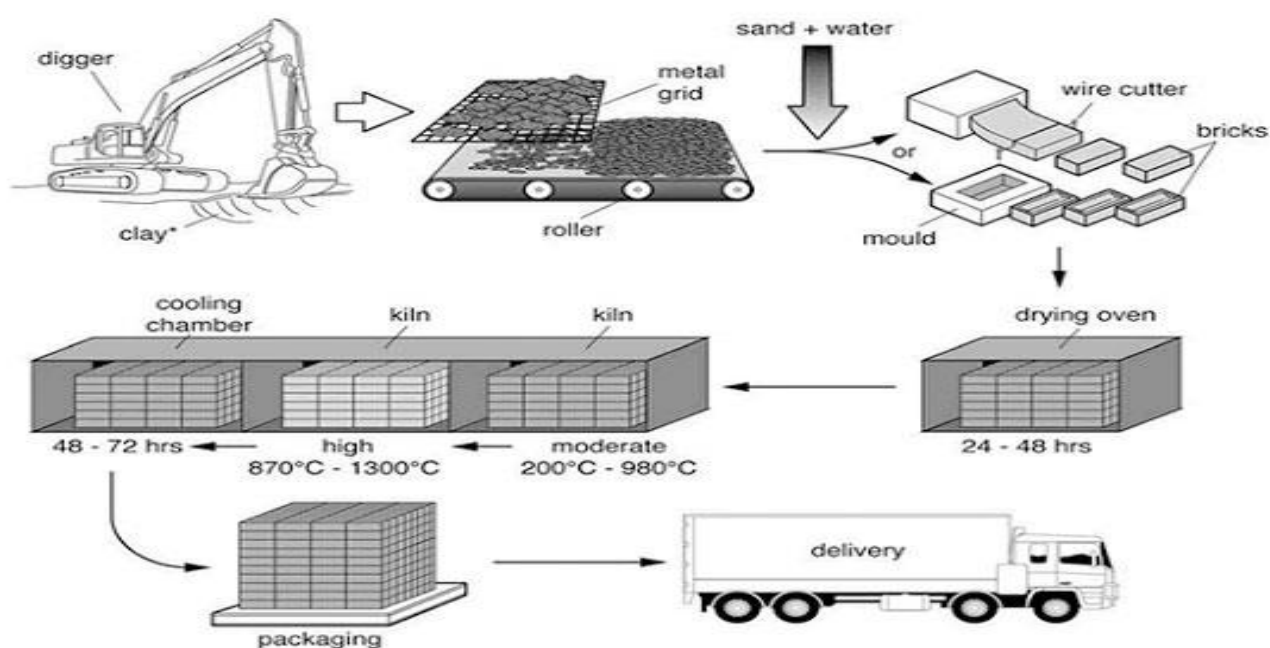
Exercise:

You should spend about 20 minutes on this task.

The diagram illustrates the process that is used to manufacture bricks for the building industry.

Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.



Model Answer:

The diagram explains the way in which bricks are made for the building industry. Overall, there are eight stages in the process, beginning with the digging up of clay and culminating in delivery.

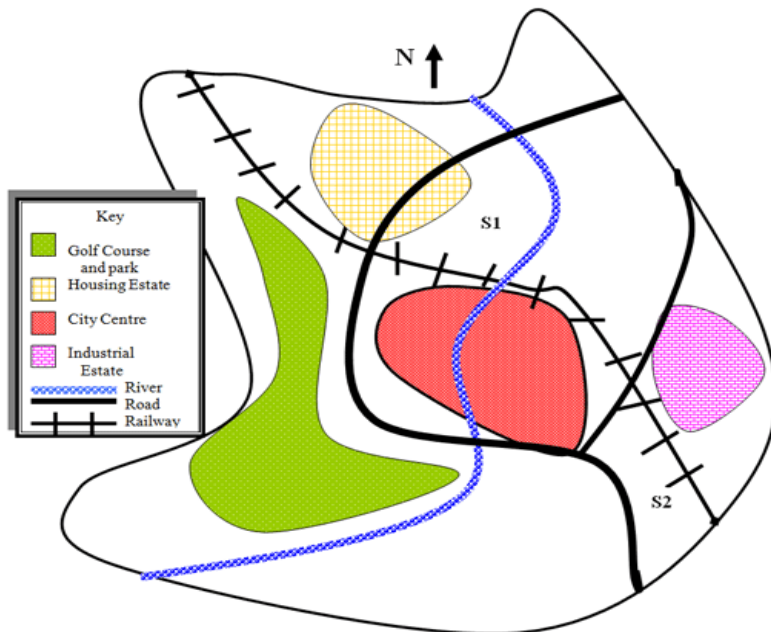
(Paraphrase + Overview)

To begin, the clay (which is) used to make the bricks is dug up from the ground by a large digger. This clay is then placed onto a metal grid, which is used to break up the clay into smaller pieces. A roller assists in this process. Following this, sand and water are added to the clay, and this mixture is turned into bricks by either placing it into a mould or using a wire cutter. Next, these bricks are placed in an oven to dry for 24 – 48 hours. In the subsequent stage, the bricks go through a heating and cooling process. They are heated in a kiln at a moderate and then a high temperature (ranging from 200c to 1300c), followed by a cooling process in a chamber for 2 – 3 days. Finally, the bricks are packed and delivered to their destinations. (Description of All Steps)

(177 words, band 8.0)

IELTS Writing Task 1

(6) Maps



Report Structure (One Map) :

Paragraph (1):

- Paraphrase the question
- Overview (location of the two sites)

Paragraph (2):

- Details of site (1)

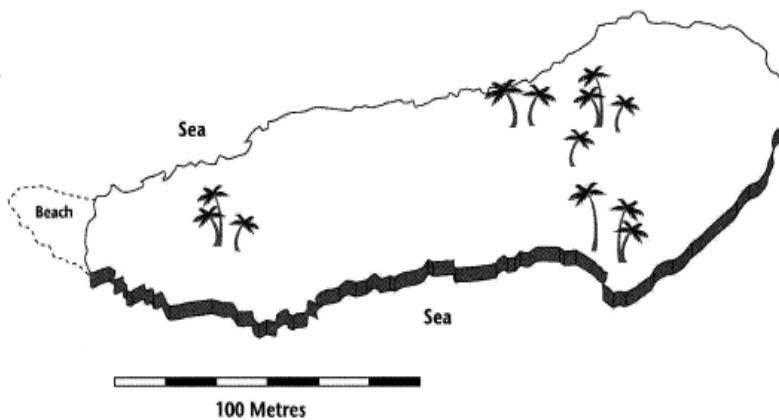
Paragraph (3):

- Details of site (2)

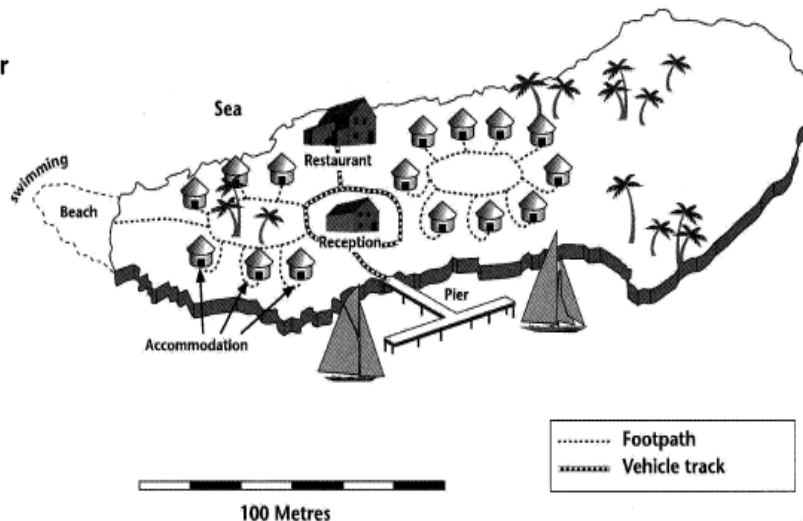
Paragraph (4):

- Recommendations (which site is better)

Before



After



Report Structure (Two Maps) :

Paragraph (1):

- Paraphrase the question
- Overview (the greatest/main change)

Paragraph (2):

- Describing the physical changes

Paragraph (3):

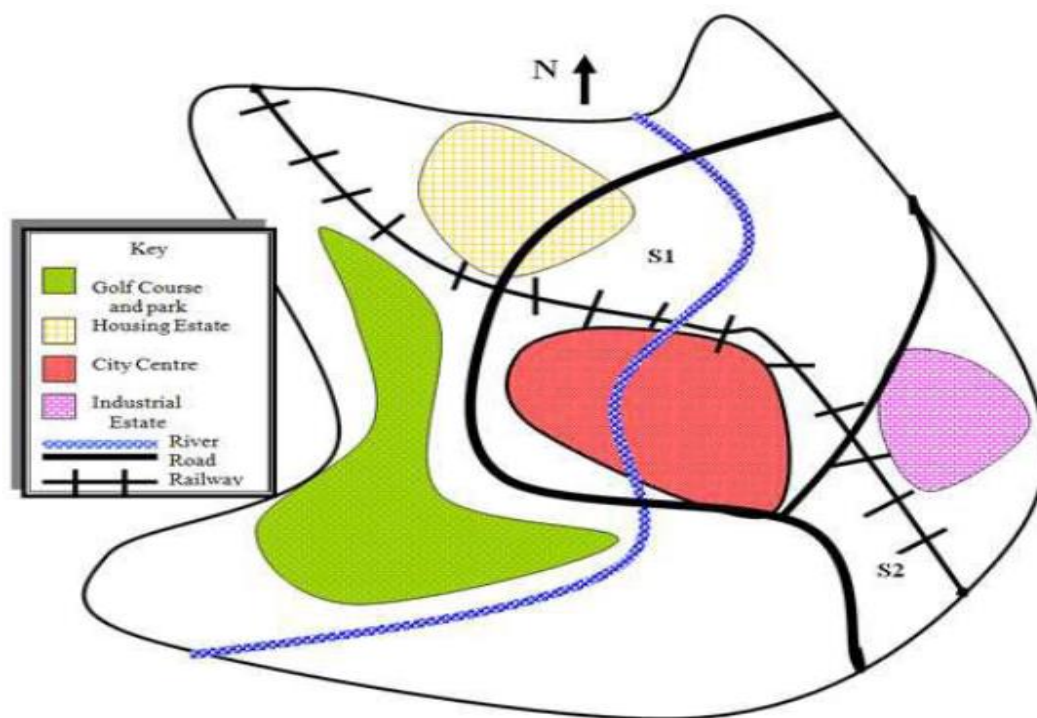
- Describing the non-physical changes

Exercise (One Map):

Below is a map of the city of Brandfield. City planners have decided to build a new shopping mall for the area, and two sites, S1 and S2 have been proposed.

Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.



Model Answer:

The map illustrates plans for two possible sites for a shopping mall in the city of Brandfield. It can be clearly seen that the two sites under consideration are in the north and the south east of the town. (paraphrase + locations of S1 + S2)

The first possible site for the shopping mall, S1, is just north of the city centre, above the railway line. If it is built here, it will be next to a large housing estate, thus providing easy access for those living on the estate and in the city centre. It will also be next to the river, which runs through the town. (details of site 1)

The site in the south east, S2, is again just by the railway line and fairly close to the city centre, but it is near to an industrial estate rather than housing. This area might get air pollution along with traffic and noise. It also does not have a large space compared to S1. (details of site 2)

Therefore, city planners are recommended to build the shopping mall in S1 as it mainly attracts more customers and has more advantages. (recommendations: which site is better?)

(177 words – Band 8.0)

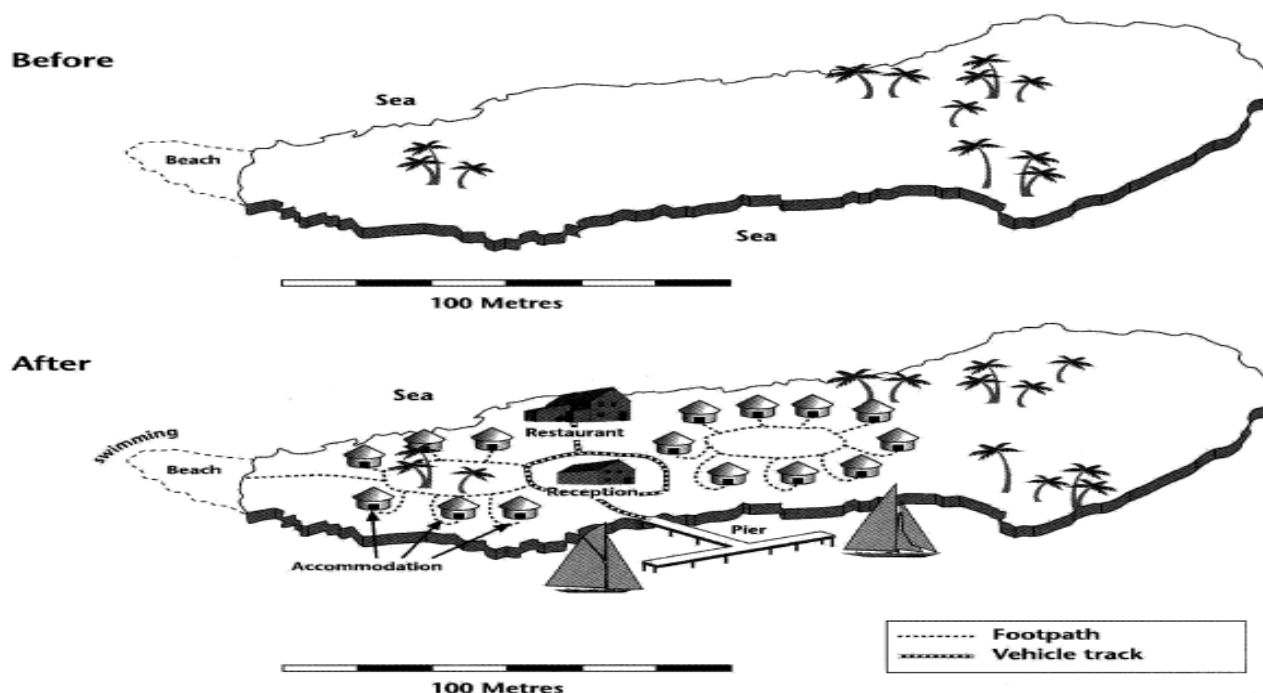
Exercise (Two Maps):

You should spend about 20 minutes on this task.

The two maps below show an island, before and after the construction of some tourist facilities.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Model Answer:

The diagrams illustrate some changes to a small island which has been developed for tourism. It is clear that the island has changed considerably with the introduction of tourism, and six new features can be seen in the second diagram. The main developments are that the island is accessible and visitors have somewhere to stay. [paraphrase + an overview: main change(s)]

Looking at the maps in more detail, it can be seen that small huts have been built to accommodate visitors to the island. The other physical structures that have been added are a reception building, in the middle of the island, and a restaurant to the north of the reception. Before these developments, the island was completely bare apart from a few trees. (Physical Changes)

As well as the buildings mentioned above, the new facilities on the island include a pier, where boats can dock. There is also a short road linking the pier with the reception and restaurant, and footpaths connect the huts. Finally, there is a designated swimming area for tourists off a beach on the western tip of the island. (Non-physical Changes)

(176 words – Band 9.0)

WRITING TASK 2 – TIPS, STRUCTURES & EXAMPLES

Some tips to help you achieve a high score in your essay:

1. Read and understand the question really well.
2. Take 5 to 10 minutes to plan the essay before you start writing it. This makes all the difference once you begin. It will help you achieve the task in less time.
3. Make sure you sound academic when arguing and avoid using any informal language. Avoid using slangs, complicated language or leaving sentences half done.
4. Do not write in one big paragraph. Make sure you break up each section while keeping in mind the cohesiveness of the essay. Also, you must write at least 250 words.
5. Try not to repeat yourself. Use different terms/synonyms if you feel the need to repeat an idea in any way.
6. Make sure to conclude your essay even if you are running out of time. Write a few concluding lines to your essay.
7. Make sure you have time to revise and make corrections since the exam is written in pencil.

The Essay Structure:

It is important to structure your essay as follows:

1. The introduction: (1 paragraph)

This paragraph should tell the examiner the flow of your essay and what you're going to be talking about. This helps the examiner establish your stand or thoughts on an issue. The introduction mainly consists of two parts: (1) a paraphrased version of the essay question, and (2) a thesis statement.

2. The main body: (2-3 paragraphs)

The main body should continue in line with the introduction, detailing out the reasons for your opinion, supporting it with relevant examples and explanation.

3. The conclusion: (1 paragraph)

This paragraph should give a summary of the main ideas discussed in the body paragraphs (or as a paraphrase of the thesis statement mentioned in the introduction). It also presents your opinion in case the question asks for it.

Type (I): Opinion Essays:

These are sometimes called 'agree or disagree' or 'argumentative' essays and are one of the most common types of IELTS Task 2 question.

The first part of the question will be a statement. You will then be asked to give your own opinion about the statement. Here is some typical wording that might be used:

- **What is your opinion?**
- **Do you agree or disagree?**
- **To what extent do you agree or disagree?**

Here is an example of each:

1. Space exploration is much too expensive and the money should be spent on more important things.

What is your opinion?

2. A big salary is much more important than job satisfaction.

Do you agree or disagree?

3. Advances in technology and automation have reduced the need for manual labour. Therefore, working hours should be reduced.

To what extent do you agree or disagree?

It doesn't matter which side of the argument you take or even that you agree with it. Choose the one you can develop the best argument for.

Essay Structure

1) Introduction

- Paraphrase the question
- Give your opinion
- State two supporting reasons

2) Main body paragraph 1

- Topic sentence – outline 1st reason for supporting this view
- Explanation – explain this idea
- Example – give an example

3) Main body paragraph 2

- Topic sentence – outline 2nd reason for supporting this view
- Explanation – explain this idea
- Example – give an example

4) Conclusion

- Summarise opinion and key reasons

Example Question:

A big salary is much more important than job satisfaction.

Do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Model Answer:

It is argued that earning lots of money has more significance to people than being content in their work. This essay totally disagrees with that statement. I believe that people are increasingly concerned about the risk of stress-related ill-health frequently experienced by people in highly paid positions and they care more about feeling fulfilled at work.

- paraphrase the question
- Thesis: decide your position
- Outline two supporting reasons

Employees who earn a large income are generally under significant mental and emotional pressure to perform well and achieve targets. This causes many individuals to suffer high levels of stress which can result in mental health problems. This happened to my uncle. He used to boast about his huge salary but the boss kept increasing his sales targets and in the end, the stress became too great and he had a nervous breakdown. Now he regrets being driven by the money.

- Topic Sentence: outline 1st reason
- Explanation: explain the idea
- Example: give an example

Having a job that they enjoy doing, and in which they feel valued, is a major concern for most of the modern workforce. A significant number of people are giving up well-paid positions to do jobs which pay less but that they find more enjoyable and less stressful. I am an example of this myself. A year ago I left the teaching profession because the workload had become too great, and I am now a gardener. I feel really fulfilled in this work and I am much more relaxed and happy even though I earn far less money.

- Topic Sentence: outline 2nd reason
- Explanation: explain the idea
- Example: give an example

In conclusion, for a high percentage of the population, earning a substantial wage is less important than job satisfaction because of the negative effects of work-related stress and the desire to feel happy and fulfilled at work.

- Summarise opinion and key reasons

(272 words)

Type (2): Discussion Essays

Students can find it difficult to identify IELTS discussion essays and often confuse them with either opinion essays or advantage and disadvantage essays. In discussion essays, you have to discuss both sides of an argument. Usually, you will be asked for your own opinion as well.

The easiest way to approach this type of IELTS Task 2 question is to choose one point of view to agree with and one side to disagree with. It is easier to begin by discussing the opinion you don't agree with and then present the reasons for your opposing view.

The first part of the question for an IELTS discussion essay will be a statement containing two opposing views. You will then be asked to discuss both sides of the argument and give your own opinion. Here is some typical wording that might be used:

- **Discuss both views and give your opinion.**
- **Discuss both these views and then give your own opinion.**
- **Discuss both sides of this argument and give your own opinion.**

Essay Structure

1) Introduction

- Paraphrase the question
- Give your opinion
- State two supporting reasons

2) Main body paragraph 1 – Negative Viewpoint

- Topic sentence – outline the view you don't agree with
- Explanation – explain why this view is held by some people
- Example – give an example

3) Main body paragraph 2 – Positive Viewpoint

- Topic sentence – outline the view you do agree with
- Explanation – explain why this view is held by some people
- Example – give an example

4) Conclusion

- Summarise the key points and state your opinion

This structure will give us a well-balanced essay with 4 paragraphs.

Example Question:

Some people think that zoos are cruel and should be closed down. Others, however, believe that zoos can be useful in protecting wild animals.

Discuss both views and give your opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Model Answer:

Some people argue that zoos help to preserve wild creatures, while others say that they are inhumane and should be abolished. While the development of breeding programmes contributes to the preservation of endangered species, I believe that the poor conditions that many animals held in captivity are kept in make the existence of zoos unacceptable.

- paraphrase the question
- Thesis: give your opinion

On the one hand, there are many projects in existence in zoological parks around the world where species facing extinction have been successfully bred in captivity and their numbers increased substantially. This is important for ensuring the survival of animals under threat from poaching and the destruction of their natural environments. A good example of this is the golden lion tamarin from Brazil which nearly died out because of logging and mining activities which are destroying its habitat. Today, a third of wild golden lion tamarins were raised in captivity.

Negative Viewpoint:

- Topic Sentence: outline the view you don't agree with
- Explain why this view is held by some people
- Give an example

On the other hand, a significant percentage of zoos house their animals in cramped cages with very little space to move around or behave naturally. This can lead to them becoming distressed and depressed as well as suffering physically through lack of exercise. A friend of mine recently visited a wildlife park while on holiday abroad and was very upset to see the lions pacing up and down in a narrow, bare pen and eagles in enclosures so small that they were unable to fly.

Positive Viewpoint:

- Topic Sentence: outline the view you do agree with
- Explain why this view is held by some people
- Give an example

In conclusion, although zoos do help to safeguard dwindling populations of particular species, the suffering experienced by many captive creatures due to unsuitable living conditions amounts to cruelty and they should not be allowed to exist.

- Summarise the key points
- State your opinion

(267 words)

Type (3): Advantages & Disadvantages Essays

The first part of the question will be a statement. You will be asked to write about **both** the advantages **and** disadvantages of the idea stated.

Here is some typical wording that might be used:

- **What are the advantages and disadvantages of....?**
- **Do you think the advantages outweigh the disadvantages?**
- **Discuss the advantages and disadvantages and give your opinion.**

Here are 3 examples of advantages and disadvantages essay questions:

1. Space exploration costs tax payers an exorbitant amount of money each year.
What are the advantages and disadvantages of spending money on space exploration?
2. Some experts believe that it is better for children to begin learning a foreign language at primary school rather than at secondary school.
Do the advantages of this outweigh the disadvantages?
3. Some countries have implemented mandatory community service programmes for young people. In these programmes, children aged 16 to 18 do charity work, help old people and work with animals.
Discuss the advantages and disadvantages and give your opinion.

Essay Structure

1) Introduction

- Paraphrase the question
- Outline the view or views stated the statement

2) Main body paragraph 1 – Advantage

- Topic sentence – state 1 advantage
- Explanation – give detail explaining the advantage
- Example – give an example
- Result – state the result

3) Main body paragraph 2 – Disadvantage

- Topic sentence – state 1 disadvantage
- Explanation – give detail explaining the disadvantage
- Example – give an example
- Result – state the result

4) Conclusion

- Summarise the key points
- State your opinion if required

Example Question:

A lot of places in the world rely on tourism as a main source of income. Unfortunately, tourism can also be a source of problems if it is not well-managed.

What are the advantages and disadvantages of tourism in the modern world? Do you think that the benefits of tourism outweigh its drawbacks?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Model Answer:

Although holidaymakers contribute hugely to the economies of many popular destinations, the influx of tourists can also cause serious issues. This essay will demonstrate how tourism can transform the economy of poor areas but will also show that this can lead to such problems as the displacement of local people. Whilst acknowledging that there are drawbacks, the essay will argue that the advantages of the tourist industry outweigh the disadvantages.

- paraphrase the question
- Thesis: outline the views

One country that has experienced a significant economic boost from tourism is Thailand. Over the past 50 years, many of its small fishing villages, where people often struggled to make a living, have been developed into thriving holiday destinations. With all the hotels, restaurants, shops and other tourist facilities that have been developed, there are now enough jobs for everyone and the general standard of living has greatly increased. Many local people have spotted new business opportunities and become entrepreneurs, which has further diversified the economy.

- Topic Sentence: state 1 advantage
- Explanation: give detail explaining the advantage
- Give an example
- State the result

In Venice, on the other hand, the huge popularity of the beautiful canals and stunning architecture with visitors from around the world has had a negative impact on local residents. The growing need for tourist accommodation, places to eat and shops has forced many people from their homes to make way for this new development. Not only have these people suffered by having to move away from their family and friends but the situation has also resulted in a lost sense of community in the worst affected areas.

- Topic Sentence: state 1 disadvantage
- Explanation: give detail explaining the disadvantage
- Give an example
- State the result

In conclusion, although mass tourism can sometimes result in local residents having to be relocated, it greatly improves the lives of most people as well as contributing significantly to the national economy. Hence, the positive effects of developing a tourist industry definitely outweigh the drawbacks.

- Summarise the key points
- State your opinion

(289 words)

Type (4): Problem Essays

These are sometimes called ‘causes and solutions’ or ‘problems and solutions’ essays. This type of IELTS Task 2 question starts with a statement, then asks you to discuss the problems or causes and the solutions.

Key tips:

- **Don't list a lot of causes and solutions.**
- **Choose just one or two and develop them fully.**
- **Be sure to link each problem/cause and its solution.**

A common mistake is for candidates to list all the problems/causes and solutions they can think of, not necessarily linking them together. They also fail to explain any of them in detail and don't include any examples.

You must choose just one or two problems and pick solutions directly linked to them. Explain them and give examples.

Another serious error is to write generally about the topic. You need to be very specific with your ideas. Analysing the question properly is essential to avoiding this mistake.

Essay Structure

1) Introduction

- Paraphrase the question
- State 1 key problem/cause and related solution

2) Main body paragraph 1 – Problem or Cause

- Topic sentence – state the problem or cause
- Explanation – give detail explaining the problem or cause
- Example – give an example

3) Main body paragraph 2 – Solution

- Topic sentence – state the solution
- Explanation – give detail explaining the solution
- Example – give an example

4) Conclusion

- Summarise the key points and state your opinion

Example Question:

One problem faced by almost every large city is traffic congestion.

What do you think the causes are? What solutions can you suggest?

Write at least 250 words.

Model Answer:

One of the most serious issues facing the majority of large urban areas is traffic jams. The main reason for this is that there are too many private cars on the roads these days and a viable solution is to introduce more park-and-ride schemes.

- paraphrase the question
- State one main problem/cause and related solution

The number of people owning cars increases year on year, with most families now having more than one car. Most people like the convenience of travelling at the time they want to rather than being restricted to public transport timetables, so they prefer to drive themselves around rather than taking the bus or train. This is despite the fact that they frequently have to sit in long traffic queues as they near the city centre. Whenever I have to attend a meeting in the city, I always drive because it means that I can leave home when I want to rather than getting stressed about getting to the station in time to catch the train.

- Topic Sentence: state the problem or cause
- Explanation: give detail explaining the problem or cause
- Give an example

A solution that is proving successful in many areas is park-and-ride schemes. This is where you park your car for free in a large car park on the outskirts of the city and take a bus for the final part of your journey. The fee you have to pay for the bus trip is usually very small and this public transport system is generally very regular, running every ten minutes or so. A survey carried out in the city of Exeter showed that the rush hour congestion decreased by 10% when the council set up a park-and-ride scheme to the north of the city. There was an additional drop of another 10% in traffic volume when a second scheme began operating to the south.

- Topic Sentence: state the solution
- Explanation: give detail explaining the solution
- Give an example

To conclude, the major urban problem of traffic congestion caused by the excessive number of private cars on city roads can be partly alleviated by the introduction of park-and-ride systems on city fringes. I would certainly use one if it was introduced in my area.

- Summarise the key points
- State your opinion

(328 words)

COMMON IELTS WRITING TASK 2 QUESTIONS

Art	(1) For a long time art has been considered an essential part of all cultures in the world. However, nowadays people's values have changed, and we tend to consider science, technology and business more important than arts. - What do you think are the causes of this? - What can be done to draw people's attention to art? (2) The government's investment in arts, music and theatre is a waste of money. Governments should invest these funds in public services instead. To what extent do you agree with this statement? (3) Studying art in school improves students' performance in other subjects, because it is easier for multi-skilled students to learn new things. That's why art should be obligatory in schools. Do you agree or disagree
Education	(1) Children are generally more successful in foreign language studies than adults. Thus, it is better to learn languages in childhood. Do you agree or disagree? Give reasons for your answer and include any relevant examples from your own knowledge or experience. (2) Online education is becoming more and more popular. Some people claim that e-learning has so many benefits that it will replace face-to-face education soon. Others say that traditional education is irreplaceable. Discuss both views and give your opinion. (3) In contemporary society, everyone should have equal opportunities in education. Therefore, universities should accept equal numbers of male and female students in every subject. To what extent do you agree or disagree? (4) Everyone deserves to be educated. It's unfair that intelligent people are not admitted to private universities because of their financial background. University education should be free for everyone. Do you agree or disagree? (5) Some people argue that girls and boys should be educated separately, while others think that it is more advantageous for children to study at the same school. What is your opinion? (6) Nowadays university education is considered very important for people's future. However, there are a lot of successful people who didn't get higher education. Do you think that higher education is necessary to succeed in life? Justify your opinion with relevant examples.
Sport	(1) Despite a variety of sport facilities and gyms, people are less fit nowadays than ever before. What do you think are the main causes of this problem? What solutions can you suggest? (2) Some people say that due to the growing number of unfit and overweight people sport should be made compulsory in all educational establishments. Others claim that only voluntary decision to do sport helps people to be fit, but compulsory physical education embarrasses and turns away students who don't like sport. Give your opinion and support it with relevant examples. (3) A lot of people who wanted to become professional athletes gave up this idea because of the fear of failure and parents' pressure. Do you think that parents should support their children who want to do a career in sports? Support your point of view with relevant examples from your knowledge or experience.

Environment	(1) Climate change is a big environmental problem that has become critical in last couple of decades. Some people claim that humans should stop burning fossil fuels and use only alternative energy resources, such as wind and solar power. Others say that oil, gas and coal are essential for many industries, and not using them will lead to economic collapse. What is your opinion? Support your point of view with relevant examples. (2) The planet's population is reaching unsustainable levels, and people are facing shortage of resources like water, food and fuel. To what consequences may overpopulation lead? In your opinion, what measures can be taken to fight overpopulation? (3) Production of carbon dioxide and other greenhouse gases has a heating effect on the atmosphere and results in global warming. Why global warming is considered one of the most serious issues nowadays? How can this problem be solved? (4) Water pollution has been an increasing problem over the last few decades. What causes water pollution? How can we prevent this problem?
Government & Society	(1) The government should ban smoking in all public places, even though this would restrict some other people's freedoms. Do you agree or disagree? Give reasons for your answer. (2) Some people advocate death penalty for those who committed violent crimes. Others say that capital punishment is unacceptable in contemporary society. Describe advantages and disadvantages of death penalty and give your opinion. (3) Motor vehicle crashes are one of the leading causes of teen deaths. To prevent such road accidents, the government should ban people under 24 to drive motorcycles. To what extent do you agree or disagree? (4) Violent TV-shows and aggressive video games should be banned on governmental level. Do you agree or disagree? (5) Some people claim that it is immoral to exploit animals, and that the government should prohibit using animals for scientific research. In the meantime, others argue that exploiting animals is crucial for allowing scientists to learn more about human biology and health. Discuss both views and give your opinion. (6) The government should control the Internet to reduce cyber-crime and ensure safety of users. To what extent do you agree or disagree with this statement?
Health	(1) Childhood obesity has become a serious problem in recent years. What are the primary causes of this? What measures should be taken to reduce childhood obesity? (2) Some people claim that the government should provide free health care. Others think that the government will not provide the most innovative methods of treatment and it's better to invest those funds in education and culture. What is your opinion? (3) Health education is an essential aspect of community health. Do you agree or disagree?

Jobs & Employment	(1) Some people say that teenagers should work part-time and earn money. This way they will learn basic lessons about work and become more disciplined. Others argue that teenagers shouldn't sacrifice their rest and after-school activities to work. Discuss both views and give your opinion. (2) Unemployment is one of the biggest problems of contemporary society. What do you think are the main causes of unemployment? What solutions can you suggest? (3) Big salary is much more important than job satisfaction. Do you agree or disagree? Provide relevant examples if necessary. (4) Some people hesitate between getting a job and starting their own business. While the idea of not having a boss and working on one's own schedule may sound tempting, financial risks and stress sometimes outweigh these advantages. In your opinion what are the pros and cons of working in a company? (5) Famous sportsmen often earn a lot more money than people in other professions. Although sport is important in our lives, everyone should be equal and such big incomes of sport professionals are unjustified. Do you agree or disagree?
Science & Technology	(1) A lot of people have become dependent on technology as it plays a big role in our daily lives. Do you agree that living in computer age has more advantages than disadvantages? Describe the positive and negative impacts of technology on our lives and give your opinion. (2) It is often claimed that electronic devices will soon replace paper books. Do you agree or disagree? (3) Technology provides us a lot of means to communicate. But now that people have the ability to talk to each other in a wider variety of methods, our communication and social abilities have taken a step back. Why does technological advance hurt nontechnical communication? How can we solve this problem?
TV, Music & Media	(1) Some people believe that violence on television and in computer games has a damaging effect on society. Others deny that these have any significant influence on people's behaviour. What is your opinion? (2) It is much more convenient to watch a movie on television or computer than buy a ticket and go to the cinema. In the nearest future the popularity of cinemas will drastically decline. Do you agree or disagree? (3) Media surrounds us, from the shows we watch on television to the music we listen to on the radio. How does media affect the society? Do you agree that the impact of media has more disadvantages than benefits?
Travel & Tourism	(1) A lot of places in the world rely on tourism as a main source of income. Unfortunately, tourism can also be a source of problems if it is not managed correctly. Describe the advantages and disadvantages of tourism in the modern world. Do you think that benefits of tourism outweigh its drawbacks? (2) The best way to travel is travel in a group led by a tour guide. To what extent do you agree or disagree with this statement?

FOLLOW-UP PLAN (8 DAYS)

DAY	SKILL(S)	FOLDER TITLES	MATERIALS / REMARKS
DAY 1	Listening – Practice (1)	Follow-Up Materials, Listening Section, Listening Practice 1	Sections (1+2+3+4) Answers Audio Files
	Reading – Practice (1)	Follow-Up Materials, Reading Section, Reading Practice 1	Reading Passages Answers
DAY 2	Speaking – Practice (1)	Follow-Up Materials, Speaking Section, Speaking Practice 1	Topics: Family & Teacher
DAY 3	Writing – Task (1) (Line / Table / Pie)	Follow-Up Materials, Writing Section, Task 1, Task 1 Samples	Read Some Files & Samples of Writing Task 1 (line, table, pie) and choose ONE task to write about it.
DAY 4	Listening – Practice (2)	Follow-Up Materials, Listening Section, Listening Practice 2	Sections (1+2+3+4) Answers Audio Files
	Reading – Practice (2)	Follow-Up Materials, Reading Section, Reading Practice 2	Reading Passages Answers
DAY 5	Writing – Task (2) (Essays)	Follow-Up Materials, Writing Section, Task 2	Read Some Files & Samples of Writing Task 2 and write about ONE topic.
DAY 6	Speaking – Practice (2)	Follow-Up Materials, Speaking Section, Speaking Practice 2	Topics: Contacting with Friends & Parties
DAY 7	Writing – Task (1) (Bar / Process / Maps)	Follow-Up Materials, Writing Section, Task 1, Task 1 Samples	Read Some Files & Samples of Writing Task 1 (bar, process, maps) and choose ONE task to write about it.
DAY 8	Mock Exam	Follow-Up Materials, Mock Exam	Do the Mock Exam at home and send the answers plus the recordings in Whatsapp .

IELTS PROGRESS RECORD

NAME: _____

COURSE PERIOD: FROM _____ TO _____

TARGET BAND SCORE: _____

SECTION (1) – LISTENING

TEST TYPE	TOTAL MARK # 40	BAND SCORE # 9
ONLINE PRACTICE + HW		
FOLLOW-UP PRACTICE (1)		
FOLLOW-UP PRACTICE (2)		
MOCK EXAM		

SECTION (2) – READING

TEST TYPE	TOTAL MARK # 40	BAND SCORE # 9
ONLINE PRACTICE + HW		
FOLLOW-UP PRACTICE (1)		
FOLLOW-UP PRACTICE (2)		
MOCK EXAM		

SECTION (3) – WRITING

TEST TYPE	BAND SCORE # 9
WRITING TASK 1: FOLLOW-UP PRACTICE (1)	
WRITING TASK 1: FOLLOW-UP PRACTICE (2)	
WRITING TASK 1: MOCK EXAM	
WRITING TASK 2: FOLLOW-UP PRACTICE	
WRITING TASK 2: MOCK EXAM	

SECTION (4) – SPEAKING

TEST TYPE	BAND SCORE # 9
FOLLOW-UP PRACTICE (1)	
FOLLOW-UP PRACTICE (2)	
MOCK EXAM	